

DOCUMENT RESUME

ED 138 829

CE 011 232

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TITLE CKAITS Career Development Project. Resource Handbook.
K-12.
INSTITUTION Central Kansas Area Vocational Technical School,
Newton. Administrative Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Apr 73
NOTE 75p.; For a related document see ED 089 172
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS *Career Education; *Career Planning; Curriculum
Development; Demonstration Projects; Educational
Objectives; Elementary Secondary Education; Fused
Curriculum; Instructional Materials; *Integrated
Activities; *Learning Activities; Resource Materials;
Teacher Developed Materials; *Vocational
Development
IDENTIFIERS Kansas

ABSTRACT

Goals, objectives, and sample units used during Phase II of a career development project conducted by the Central Kansas Area Vocational Technical School (CKAITS) Administrative Center to demonstrate the integration of career development in the classroom are contained in this resource handbook for grades K-12. The materials were developed by target teachers involved in the project and are divided as to grade level, i.e., K-3, 4-6, 7-9, and 10-12. Activities for grades K-3 include career education through a service project, self awareness activities, understanding basic feelings, and a cheese making project related to social studies, science, mathematics, and language arts. Activities for grades 4-6 are described involving the world of work and career development activities. Activities for grades 7-9 relate to values, jobs related to agriculture, small group projects for exploring the world of work, outline of CKAITS career education program, and career education in social studies. Activities for grades 10-12 include world of work project, occupational information, career education in cooperative industrial training, and career guidance. (TA)

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CKAVTS CAREER DEVELOPMENT PROJECT

RESOURCE HANDBOOK

K-12

Goals, objectives and sample units used
during Phase II to demonstrate the integration
of career development in the classroom

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EDUCATION & WELFARE
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CE 011 232

RESOURCE HANDBOOK K-12

During Phase II of the CKAITS Career Development Project "target teachers" were identified who would implement the goals and objectives of the project in their classrooms. These creative teachers were then asked to share their most successful ideas, activities or units so others could benefit from their "grass roots" experiences in dealing with career development concepts.

The following material is designed for sharing among the target teachers. If duplication is made of the materials, please give the proper credits to these dedicated professionals. To facilitate use, the materials have been divided as to grade level, ie: K-3, 4-6, 7-9, 10-12. The CKAITS Career Development Project goals and objectives that were tested at that grade level are also included.

I would like to express my personal appreciation to these target teachers and their respective school districts for their excellent cooperation above and beyond the call of duty. They have shown, in Central Kansas, our schools really CARE ABOUT KIDS and their futures.

Mary W. Kosier
Project Coordinator

April, 1973

К-3

GOAL I: THE STUDENT WILL BECOME AWARE OF SELF AND THE WORLD OF WORK THAT WILL ENABLE HIM TO MAKE LIFE CAREER DECISIONS.

DEVELOPMENTAL OBJECTIVE: For students to develop an awareness of their own characteristics.

PERFORMANCE OBJECTIVE (K-3)

1. The student will be able to describe aloud his own characteristics.

ACTIVITIES:

- A. Use animated films, puppet shows, books and graphs to provide basis for identifying parts of the body and teaching vocabulary words.
- B. Ask each individual to look into a full length mirror and describe his appearance.
- C. Compile a chart of the weights and heights of each child in the class.
- D. Have each child draw a picture of himself from a mirror image or polaroid snapshot.
- E. Make an audio recording of the class and ask each individual to identify his voice.

2. The student will be able to describe the behavior that accompanies his basic feelings.

ACTIVITIES:

- A. Have each child identify the vocabulary words associated with pictures portraying several emotions.
- B. Have one child express an emotion (ie., sadness) and ask the other children to hypothesize or guess which emotion he is expressing.
- C. Ask a child to keep a chart for a week of the feelings he experiences along with the preceeding events.
- D. Ask someone to recall and describe the feelings he had when he last cried.

3. The student will be able to identify his current interests.

ACTIVITIES:

- A. Provide an opportunity for children to share in a "show and tell" period the kinds of activities each enjoys or dislikes.
- B. Prepare a bulletin board filled with pleasures of children involved in various activities, and ask each child to respond to the pictures explaining why he does or does not like the activity represented.
- C. Have the children discuss their relative interests in school subject areas as well as home activities.

CAREER EDUCATION THROUGH A SERVICE PROJECT

Lillie Goering, Librarian
Moundridge Elementary-3rd gr.

- Objectives:** To gain experience in serving others.
To explore the concept of assembly line production.
- Motivation:** Picture reports in the Scholastic News Trails about Doers Clubs raising money or helping in other ways at children's hospitals, etc., helped elicit the children's suggestion of a Christmas service project for the residents of the nearby Memorial Home for the Aged.
- Planning:** The visit was planned using as much input by class members as possible. It was agreed to sing carols, read stories, make Christmas cards and decorate cookies.
- Preparation:** The classroom teachers supervised the making of each child's original Christmas card and helped them find suitable stories to read or tell.
- The assembly line for decorating Christmas tree sugar cookies was set up in the library. A double line was used with 9 children on each side. Templates giving exact job assignments were placed down the center of table:
- 1 - Place cookie on plate to be advanced along assembly line
 - 2 - Spread icing
 - 3 to 7 - Place specific decorations
 - 8 - Sprinkle colored sugar
 - 9 - Package in individual plastic bags
- The following time scores were kept:
- One cookie decorated by one individual (approx three minutes)
 - First 5 cookies decorated on line (approx four and one-half min)
 - Last five cookies decorated on line (approx three minutes)
- Observations made by children:**
- The assembly line can decorate five cookies in the same time that one person can do only one.
 - I'd get tired doing just one thing all day.
 - After we did it for a while, we could do it faster and better.
 - The line that worked faster broke more cookies.
- Visitation:** The group sang carols in the halls. Each child delivered a cookie and his Christmas card so each resident received one. Each pair of children entertained and visited with an assigned resident from ten to twenty minutes.
- Evaluation:** The residents of the home responded marvelously and the children appeared to enjoy every minute of it. The experience helped the children form positive attitudes toward themselves and they gained some understanding of the world of work.

SELF AWARENESS ACTIVITIES

Mrs. Betty Boldenow, 3rd Grade
Hesston Elementary, USD #460

To help students describe behavior that accompanies basic feelings we listened to a recorded story titled "HOW WOULD YOU FEEL IF..." (from SRAs Focus on Self Development Stage 2, Unit F: Responsibility, p.63) and discussed, using the suggested questions as a guideline.

Ask students to think of a word that describes an emotion or feeling. List on blackboard. (they may need help at first: happy, sad, frustrated, flattered, etc) List all contributions unless they are too "far out". Then ask students to write the name of one emotion or feeling that we could act out later on a sheet of paper. Collect and save. Another day let them draw and pantomime the word: the one who correctly identifies the emotion or feeling word gets to draw out the next, etc.

MAKE SOMEONE HAPPY ACTIVITY

"Emotions tend to be infectious. For example, smiling at someone often makes him smile back and makes you feel even better. A crying person will often sadden or depress those around him.."

"I'd like for you to try an experiment. Each day for a week smile at someone, try to make someone laugh, or cheer someone up during afterschool hours. Be thinking also about how you feel when you make someone else feel a little better."

Remind and have some share experiences the next day. Remember the follow up. Ask "How did that make YOU feel?" after each contribution.

One of the things I found that my 3rd grade children enjoyed was making a book "About Myself". I gave them a "book" of 7 or 8 pages with these titles:

- Draw a Man (or Draw You)
- Draw something you like.
- Draw something you don't like.
- Draw a picture of the season you like best.
- Draw a house and a tree.
- Draw anything you like.

On the last page I have this sheet:

HOW I FEEL

- I'm happy when _____
- I'm sad when _____
- Pretty songs make me think of _____
- Snow makes me think of _____
- I'm angry when _____
- I wish I could _____
- If I could do anything I want to today I would _____
- If I am angry I want to _____
- I feel best when _____

Naomi Ford, 2nd grade teacher
Galva Elementary, USD 419

Some of the activities we have done in our class are:

1. A complete study on Community Helpers: We use posters, magazines, duplicating material, the Giant Steps Series. We take each helper separately and study him. We write about the helper and when possible draw pictures.. We read books dealing with each helper and his job--several taken from the city library which could not be found in our school library. We used films etc. when possible. The "I Want to Be" books are useful. The students love them!
2. A careerpac on the telephone (attached). This is related to such subjects as English, Reading (alphabetical order) and Science. The children enjoyed this.
3. A unit on Kansas bringing out different occupations (farmer, grocer. etc) comparing the past to now.
4. We have done Duso the Dolphin (DUSO Kit, American Guidance Service, Inc) once and are doing it again. One boy is now participating in the discussion whereas the first time all he'd do is look down. Quite a few of the stories hit him "right between the eyes" (example: be nice, but not friends). The students really love DUSO.
5. I brought a full length mirror to school and the students look at themselves and describe what they see. We have had them lie down on large sheets of wrapping paper and a classmate traces their outline on the paper. Then the students draw themselves, checking the mirror to be sure of details. We are going to cut them out and put them in the hallway.
6. We are getting ready to do a careerpac on Producers or Sellers.

CAREERPAC - Our Telephone
(Naomi Ford)

Primary Idea: This careerpac is to help you understand our telephone and how to use it.

Secondary Idea: (1) How people used to communicate (2) How to use a telephone directory (3) How the telephone helps the community

PREQUIZ: You do not need to worry about this test. You will not receive a grade. It is just for fun! The number of questions you answer right will help you to know how much you can learn from this careerpac. Circle the best answer.

1. A telephone is (a) a musical instrument (b) a noise maker (c) to help people communicate.
2. A telephone works (a) on gas lines (b) sound waves turned into electricity (c) on roads
3. People always had telephones (a) Yes (b) No (c) I do not know
4. People used to send messages by (a) smoke signals (b) Drums (c) Both A and B

5. Who invented the telephone? (a) President Nixon (b) Alexander Graham Bell (c) Helen Keller
6. A telephone operator (a) operates on people (b) works at the telephone switchboard (c) tells airplanes where to land
7. When you answer the telephone (a) talk with your mouth full of food (b) shout into the telephone (c) speak clearly into the mouth of the telephone
8. When you call someone let the phone ring (a) three times and hang up (b) one time and hang up (c) six to eight times and hang up
9. A party line is (a) more than one person on the same telephone line (b) just one person on the telephone line (c) a birthday party for twins
10. A private line is (a) just one family on the telephone line (b) just one television (c) both of the above
11. When on a party line (a) hog the line (b) think of others (c) listen to other people talking on the line
12. When the phone must be used in emergency (a) dial "0" for operator (b) give name, address where you are and type of emergency (c) both
13. When calling someone (a) dial any number (b) know the number before dialing (c) play guessing games
14. When looking up a number in the telephone directory (a) the names are listed in alphabetical order (b) the names are all mixed up (c) the names are listed by streets

LEARNING ACTIVITY #1

This activity is to know about the man who invented the telephone. How he invented the telephone.

- A. The Life of Alexander Graham Bell
- B. Discussion of Mr. Bell's life, comparing his time to our time.
- C. Color picture of Mr. Bell

LEARNING ACTIVITY #2

Film: We Learn About the Telephone. This film we have is to help us understand how the telephone works. How to use the telephone and how the telephone helps us.

- A. Show film (1) Discuss the film (2) Put up posters that go with the film
- B. Show how sound travels and can go through wires
 1. Have a balloon
 - (a) Blow the balloon up and stretch the mouth between the thumbs and forefingers until it's tightly closed. Relax the hold on the mouth and let air escape. The mouth will vibrate and make different sounds with different changes with the mouth of the balloon.
 2. How sound travels
 - (a) Have a small pan of water and drop a small rock into the pan and watch the water molecules travel outward into bigger waves. Sound travels in the same way.
 3. Detect sound waves
 - (a) Get a piece of thin aluminum and hold about ten inches from your mouth and sing or shout. You will see the plate vibrate.

LEARNING ACTIVITY #3

Filmstrip: "The Alphabet Works for Us". This activity will help us understand how to use the telephone directory.

- A. Show filmstrip
- B. Make own telephone directory of classmates.
 - 1. Look up each one's number by looking in directory

LEARNING ACTIVITY #4

This activity using the Telesonia Kit available from the telephone company will help you to know how to use the phone properly and courteously. It will help you to know what to do when you need to call in an emergency. It will, also, help you understand a little what the telephone operator's job is about.

- A. Role playing
 - 1. Calling friend 2. Answering phone 3. Taking message
 - 4. Calling in an emergency 5. Many other types of calls: business, grocery, etc. Students urged to use their own creativity.

LEARNING ACTIVITY #5

This activity will be a field trip to the Telephone Company to see for yourself what you have just learned.

- A. Discussion of Field Trip, including identification of various occupations
- B. Draw pictures of what they saw at the Telephone Office

POSTQUIZ: A fun test? You cannot get a grade on this. The number of questions answered right will help you to know how much you learned from this careerpac. Circle the best answer.

1. A telephone is to (a) help people communicate (b) help play a violin (c) help children during play time
2. People always had telephones (a) No (b) Yes (c) I do not know
3. Alexander Graham Bell invented (a) electricity (b) telephone (c) lights
4. A telephone operator (a) is a doctor (b) works with animals (c) works in a telephone office
5. The telephone works on (a) wheels (b) poles (c) sound waves changed into electricity
6. People sent messages by (a) runners (b) smoke signals (c) both
7. When calling in an emergency (a) forget what to tell is the emergency (b) give your name, what's wrong and the address (c) say everything is okay.
8. When on a party line (a) be thoughtful of others (b) be a pig and hog the line (c) Both
9. Let the phone ring (a) one time and hang up (b) six to eight times and hang up (c) twelve times and hang up
10. When you answer the phone (a) speak clearly so the person can understand (b) shout into the mouth of the phone (c) speak softly
11. A Private line is (a) one telephone line to your house (b) one family on the telephone line (c) three families on the same line
12. A party line is (a) a train ride (b) two or more telephone poles in front of your house (c) more than one person to a telephone line

13. When calling someone (a) guess their number (b) look it up and then dial (c) both
14. When looking in a telephone directory (a) names are scattered (b) names are in alphabetical order by last names (c) alphabetical by their first names

STUDENT EVALUATION

Please answer the following questions. Your answers will help me, your teacher, to know how this careerpac can be changed to help you learn more.

1. I enjoyed this career pac (a) very much (b) some (c) little (d) not at all
2. I was able to understand this careerpac (a) very well (b) some (c) little (d) Not at all
3. I feel I have learned from this careerpac (a) very much (b) some (c) little (d) not at all
4. If I would want other students to take this careerpac, I would say it was (a) excellent (b) good (c) fair (d) poor

QUIZ KEYS

PRE TEST

1. c
2. b
3. b
4. c
5. b
6. b
7. c
8. c
9. a
10. a
11. b
12. b
13. b
14. a

POST TEST

1. a
2. a
3. b
4. c
5. c
6. c
7. b
8. a
9. b
10. a
11. b
12. c
13. b
14. b

Janet Terman, 3rd grade teacher
Hillsboro Elementary, USD 410

UNDERSTANDING BASIC FEELINGS

ACTIVITY #1 MASKS

We chose four basic expression masks: (1) Sad (2) Mad (3) Angry (4) Happy
The children colored and put on sticks their particular choices. They were then divided into groups according to the mask they had chosen. Each group made up a play, practiced it and performed it for the rest of the class. This was one of the favorite activities.

ACTIVITY #2 PERSONALITY

1. Begin by setting on floor with students. Ask them to give you one word descriptive words used to describe a person's personality. Begin with a question like "Give me some words to describe a happy person" -- sad person -- nice looking person -- and so on.

2. Cut words apart and have children help you alphabetize words.

3. Put word list in alphabetical order on a master and run it off so each child has a copy.

4. Using the letters of his own name he will choose a word for each letter that he thinks best describes him, example: JOHN

J - joker
O - ornery
H - happy
N - nice

Our list was as follows:

active	egotist	impatient	nice	selfish	ugly
angry	energetic	impolite	nutty	sharing	unhappy
awful	enjoyable	important	nag	show-off	unkind
awkward	envious	jabber	noisy	shy	unthankful
bad	expert	joker	no-body	skinny	useful
bashful	exploder	jealous	odd	sleepy	wierd
beautiful	fat	joyful	ornery	small	wiggle-
blabber-mouth	fine	jumpy	outstanding	smarty-pants	worm
blob	foolish	kind	peaceful	smiley	wild
bullish	friendly	lazy	piggish	snoopy	vivacious
bully	funny	light-weight	polite	sober	vigorous
bumb	gabby	likeable	pretty	special	zealous
cheerful	glad	lively	queer	squirmy	zippy
cooky	good	loveable	rebel	starry-eyed	
cute	goofy	lovely	refreshing	stupid	
dainty	gorgeous	loving	ragged	sweet	
dancing	grabby	lonely	reliable	silly	
delightful	graceful	mad	rascal	tall	
do-nothing	happy	mean	responsible	tattle-tale	
dumb	helpful	middle-sized	sad	tired	
eager	idiotic	naughty	sassy	thankful	

ACTIVITY #3

With this list of activities I instructed the boys and girls to (1) put a + by those they liked (2) leave those blank which they had no feelings about and (3) scratch out those they hated.

The class then compared with other children to see if anyone else had answers just like their own. We found no one had exactly the same likes and dislikes.

I LIKE TO ----

_____ play outside	_____ share my things
_____ watch T.V.	_____ ride bicycle
_____ play inside	_____ make new friends
_____ draw pictures	_____ scream at the top of my voice
_____ read books	_____ play house
_____ talk to people	_____ clean my room
_____ be by myself	_____ write stories
_____ help people	_____ help my mother and father
_____ work with machines	_____ be the boss
_____ do things where I can move around	_____ paint pictures
_____ make up songs	_____ take out the garbage
_____ sing by myself	_____ play football
_____ work with my hands	_____ do the dishes
_____ write letters	_____ go to sunday school
_____ build things	_____ tell jokes
_____ collect things	_____ go to school
_____ take care of animals	_____ get mad and yell at someone
_____ skin my knee	

CHEESE PROJECT

3rd Grade, Hillsboro Elementary
Janet Terman-Eileen Butler-
Gladys Jantz & Virginia Vanek

Resource Speakers

Mr. Lawrence Brennan - President
of local AMPI

Mrs. Darlene Goertz (School Nurse)

Occupations Introduced

Cheese Makers
Dairy farmers
Milk Man
Grocer
Photographer
Newsman
Nurse
Truck Driver

Project: Cheese

Tangible Outcome: One pound of cheese

Subject Matter Area	Concept	Activity	Media & Materials
Social Studies	Modern cheese making reflects industrial change	Resource speaker showed modern methods Making our own cheese	Slides (explained by speaker) Wagner's Gourmet Home Cheesery
Science	Bacteria are tiny living things Cheese and cheese products are highly nutritious There is a relationship of time and temperature to achieve a predicted effect	Careerpac-"Want to see Something Invisible?" School nurse spoke to pupils on nutritional value of cheese Demonstrated a way of utilizing whey as a drink	Reading Text Reference books Whey Kool-aid Pineapple juice Sugar
Mathematics	Many instruments are used for measuring in the cooking process	Mathpac-"How do you Measure Up?" Interest center to give practice in various measuring activities	Thermometers Clocks Variety of measuring tools
Language Arts	Written communications are important Proper sequence is important in communication Following directions carefully is important in any activity	Thank you notes written to resource speakers and to grocers Proper sequence for the slide presentation	Overhead proj. Cameras Construction paper Pencils

Other Community Resources and Activities

Grocery Stores:

Committees went to local grocery stores to find out how many different kinds of cheese were available; the source, weight, and price.

Collages:

Collages were made with pictures of cheese found in magazines and cheese wrappers which pupils brought from home.

Visit to a cheese factory

Presentation of Project Product:

Bulletin Board and Display Case in main hall: display to create interest in the art of cheese production. Also displayed collages when they were completed.

Superintendent, principal, and other teachers in the building came in to see what was being done.

Local newsman came in to take pictures and there will be a write-up about the project in the local newspaper.

Slide presentation of sequence of activities when film is developed.

Cheese tasting party - invite parents.

C H E E S E

*Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey . . .*

What in the world are curds and whey?

Curds and whey are the beginning of cheese! If you want to make cheese, start with milk: cow's milk, sheep's milk, or goat's milk. You add something called rennet or lactic acid and heat the milk and let it stand until it separates into lumpy solids and a watery liquid. The solids are curds, and the liquid is whey. By stirring and heating them, cheese is made.

When we eat the curds alone, we're eating cottage cheese.

We know that the moon is not made of green cheese, as some people used to say jokingly. But did you know that there is a blue cheese? It's very crumbly and usually is made from cow's milk.

If you like pizza, you've eaten mozzarella, a white, stringy cheese. Some cheese smells strong but tastes good. Limburger is one of those. Hold your nose and take a bite. Mmmmm, good. Or what do you think?

Cheese comes in different colors, but mostly white and shades of yellow. Edam cheese is pale yellow and round and is wrapped in bright red wax. Eat the cheese, not the wax! Cheddar cheese is sometimes white, sometimes yellow or even orange. A slice of Swiss cheese looks a little like lace, because it has big holes in it. But don't wear it! Put it on a sandwich--much better that way.

Many kinds of cheese are aged--that is, they are put away in a dark cool place for a few weeks or months to improve the taste. Roquefort cheese, made in France, is stored in caves! There's a kind of cheese to please everyone--even Miss Muffet, sitting on her tuffet.

VOCABULARY:

curds: the thick white or creamy part of milk which separates from the watery part when milk sours.

Whey: the watery part of milk that separates from the curd when milk sours and becomes curdled or when cheese is made.

lactic acid: a colorless, orderless, syrupy acid, formed in sour milk

curdle: form into curds -- to thicken

coagulate: to change from liquid into a thickened mass.

THE STORY OF CHEESE

The story goes that long, long ago a traveler starting out on a journey, in the days when any liquid had to be carried in a bag made of skin, once put a small quantity of fresh milk into a cow's stomach, and took it with him to quench his thirst on the way. On the whole it made rather a neat container, and he probably expected that the milk would keep sweet at least for a day. Imagine to his surprise, then, when he went to take a sip, to find that the contents of the bag had turned into thick curd.

Now we have no way of knowing whether the story is true or not, but surely the discovery of "rennet" must have come about in some such way. For if the traveler's bag had been made out of a cow's fourth stomach--all cows have that many--it would have contained in its lining an acid that curdles milk very rapidly. Nowadays we extract this acid, called "rennet" from the stomach of a calf, and use it to form the curd in the milk that is to be made into cheese. Indeed, the acid is to cheese making about what yeast is to bread making. It is used in every kind of cheese except the "cottage cheese" which we make at home. This is nothing but the pure curd with a little cream added.

CHEESEMAKING INSTRUCTIONS

Equipment and ingredients needed:

4 quart or larger pan
 clean cheesecloth
 collander or strainer
 long knife or spatula
 1 gallon of milk regular, homogenized, or instant powered milk
 with $\frac{1}{2}$ pint whipping cream
 buttermilk ($1\frac{1}{2}$ - $2\frac{1}{2}$ ounces)
 timer (helpful, not necessary)
 cooling rack and jelly roll pan
 (for Cheddar only)

IMPORTANT

1. Temperature control is extremely critical. Your Wagner Cheesery Thermometer has been marked with important temperature points. Always use it.
2. With a gas stove you can get accurate temperature control more easily by using a water bath. Put the pan with the milk in a larger kettle or cake pan filled with water, much like a double boiler.
3. Instant-non-fat milk reacts faster to the rennet if the milk is mixed several days before using. Keep it refrigerated until you are ready to "Prepare the Milk" (Step I).

Twelve Basic Steps of Cheesemaking
(Brick or Colby type cheese)

I. Prepare the milk:

1. Pour 1 gallon of milk into the 4 quart or larger pan.
2. Add and stir in $1\frac{1}{2}$ ounces (3 tablespoons) buttermilk
3. Cover and let stand at room temperature at least 4 hours. Mixture can safely stand for 12 hours. CAUTION: Avoid direct sunlight.
(Suggestions: Do Step I in morning or midafternoon if you plan on an evening of cheesemaking.)

II. Add color

1. To 2 tablespoons of water in a glass or cup add 1 cheese coloring tablet. Dissolve by carefully stirring (CAUTION: avoid spilling the color solution; it washes out with difficulty.)

2. Place pan of prepared milk over low to medium heat. Slowly raise the temperature of the milk to 86° F. (Use your Cheesery Thermometer)
3. Thoroughly stir in the color solution.

III. Add rennet:

1. To 2 tablespoons of cold water in a glass or cup, add 1 rennet tablet. Dissolve by stirring. Do not use hot water because it will destroy the rennet. Never make the color and rennet solutions together. Always mix them separately.
2. Raise the temperature of the colored milk solution to 88-90°.
3. Add the rennet solution, stirring the milk as you pour in the rennet solution. Continue stirring for 1 minute.
4. Cover the pan, remove from the heat, and allow to stand undisturbed for 30 minutes.

IV. Test for curd development:

Rennet causes the milk to coagulate into a custard-like mass. Homogenized milk coagulates in about 30 minutes. Milk made from "instant" non-fat dry milk powder may take up to 90 minutes and requires holding the temperature at 88-90°F during the coagulating process.

The curd is fully developed when it makes a "clean break" over your fingers; stick your finger into the curd at an angle and lift it out. If the curd breaks "clean" over your finger, it is ready for cutting.

V. Cut the curd into $\frac{1}{2}$ " cubes:

1. Using a long knife or spatula, cut down through the curd in parallel lines about $\frac{1}{2}$ " apart. Give the pan a half turn and repeat.
2. Cut diagonally (at approximately 45°) through the curd, trying to follow the cuts already made. Give the pan a half turn and repeat.

VI. Work the curd:

Stir the curd gently with your hand, using long slow movements around and up through the curd. Do this for 15 minutes. Carefully cut up any larger pieces that came up from the bottom, but do not squash the curd.

You will see and feel the solids (curd) begin to separate from the liquid (whey). The curd will begin to shrink in size. Stirring keeps the curd from sticking together.

VII. Cook the curd:

1. Slowly apply heat to raise the temperature of the developing curds and whey to 102° F. over a 20-30 minute period and hold at 102° F. for another 30-40 minutes. Continue to gently stir, with a spoon, every 3-5 minutes.
2. Cooking is complete when the curd holds its shape and readily falls apart on your hand without squeezing. The curd will look like scrambled eggs; individual curds will be about the size of grains of wheat.

VIII. Firm the curd:

Remove from heat and let the curds and whey stand for 1 hour, stirring every 5-10 minutes.

IX. Drain the curd:

1. Line a collander or strainer with a 24" square piece of cheese cloth.
2. Pour curds and whey into the cheese cloth to drain off the whey.
3. Thoroughly drain off the whey, rolling the curds in the cheese cloth by alternately raising one end of the cloth and then the other.

X. Salt the curd:

1. Sprinkle 3 teaspoons of salt over the curd and work in with your hand, then repeat with another 2 teaspoons of salt. Salt is for flavoring purposes only, you may change the quantity of salt to suit your taste in later batches.
2. Wrap the cheese cloth around the curd making a ball. Squeeze out as much whey as you can and let drain for 20 minutes.

XI. Press the curd:

1. Cut an 18" square of cheese cloth.
2. Put one of the perforated aluminum end plates in a flat place in your work area; then place the Cheesery press cylinder over it.
3. Line the cylinder with the cheese cloth, forming a bag inside the cylinder with the bottom of the bag resting on the end plate.
4. Pack the salted drained curd into the bag in the cylinder, pressing firmly with your hand. Do this over the sink.
5. Put a wing nut onto the end of the threaded rod. Push the rod through the center hole of the end plate, force it through the bottom of the cheese cloth bag, on through the packed curd.

6. Trim and fold the top edges of the cheese cloth bag over the top of the cheese and around the threaded rod. Place the other end plate over the threaded rod and put the other wing nut on the rod.
7. Grasp both wing nuts with your hands, hold over the sink and begin to tighten. This will compress the curds and force out excess whey. Tighten gradually so as to force only whey, not curds, out of the end plate holes and around the edge between the plates and cylinder.
8. Tighten further every 5 minutes for the next 15-20 minutes. Let it rest horizontally for 12-24 hours. Make sure it is in the sink or a pan since it will continue to expel whey and allow the curd to mat into the homogenous mass called cheese. The longer and harder it is pressed, the more firm your cheese will be.
9. Remove from the press by removing one wing nut, pulling the threaded rod from the cheese and gently pushing the cheese out of the cylinder by pushing on one of the end plates.
10. Remove the cheese cloth and allow the cheese to air dry on a rack or plate (turn occasionally) for 6-12 hours, or until the surface is dry.

XII. Make cheese spreads, eat, or age:

1. Your cheese is now ready for eating, ("new cheese," quite bland but very popular), or ready for use in tasty cheese spreads.
2. Aging allows the cheese to continue developing its own distinctive flavor. To prepare your cheese for aging, either wrap tightly in plastic wrap or dip in wax to thinly coat and seal the cheese from the air.
3. Mark the date on the wrapping and place in the crisper of your refrigerator...which should not be lower than 35° F. After only a few weeks, you will have a distinctive strengthening of flavor, which will continue as long as you wish.

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CAREERPAC: "Want to see Something Invisible?"
 (Eileen Butler, Gladys Jantz, Janet Terman, Virginia Vanek)
 Hillsboro Elementary
 March 7, 1973

Primary Idea: Bacteria are a tiny living things.

Secondary Idea: (1) Bacteria are essential in cheese making. (2) Bacteria cause curdling. (3) Bacteria are both useful and harmful.

PREQUIZ:

1. Rennet is (a) a disease (b) used in curdling (c) a car.
2. Germs are (a) helpful (b) harmful (c) orange.
3. A microbe is (a) huge (b) a microscope (c) tiny.
4. To look at a microbe you would use (a) microscope (b) telescope (c) binoculars.
5. Bacteria reproduce (a) slowly (b) not at all (c) rapidly.
6. How many shapes does bacteria have? (a) three (b) six (c) nine.
7. Who was Anton von Leeuwenhoek? (a) painter (b) scientist (c) author.
8. Cheese is made from (a) milk and honey (b) milk and vinegar (c) milk and rennet.
9. Bacteria are (a) helpful (b) harmful (c) both a and b.
10. Diseases are caused by (a) vitamins (b) bacteria (c) balanced meals.

ACTIVITY #1

Each of these words will help you to complete this careerpac. You will find them on these pages of your text book.

Page 84. microbe-

Page 85. microscope-

Page 85. invisible-

Page 75. disease-

Page 94. bacteria-

Page 107. medicine-

Page 107. germs-

Dictionary: Curdling

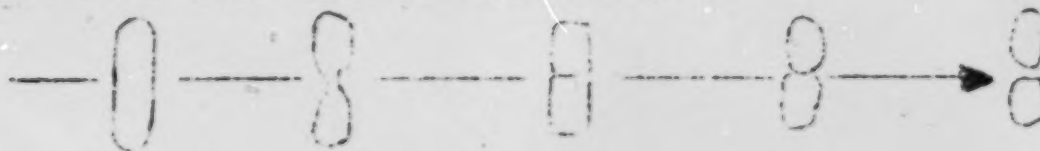
Page 87-92. Anton von Leeuwenhoek-

Rennet - A liquid taken from a calf's stomach which helps in the curdling of milk.

ACTIVITY #2

Bacteria reproduce themselves very rapidly. It takes only about thirty minutes for one bacterium to become two. If all the offspring of one bacterium could go on reproducing for twelve hours, there would be seventeen million of them. If this process continued for five days, bacteria would fill all the oceans to a depth of one mile. Of course, nothing like this can take place, because most bacteria do not find the nourishment or favorable conditions in which to grow and reproduce.

One bacteria cell divides and becomes two bacteria cells.



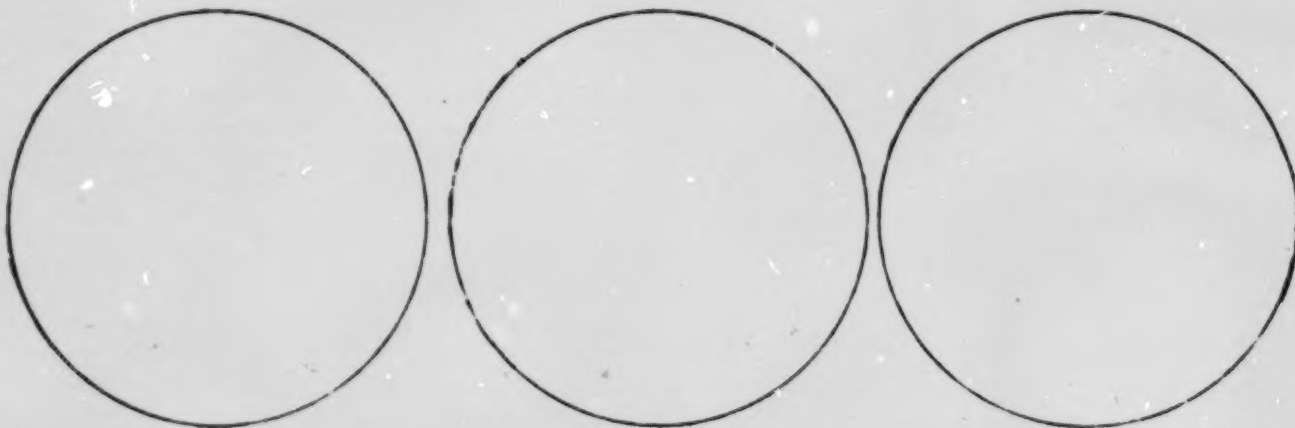
ACTIVITY #3

Some microbes are helpful to people, while others are harmful. Read the sentences below. Decide whether the microbes talked about in each sentence are helpful or harmful. Write helpful or harmful on the line before each sentence.

- _____ 1. These microbes help foods last longer.
- _____ 2. Germs cause diseases.
- _____ 3. That orange juice has mold on it.
- _____ 4. These cheeses have mold on them.
- _____ 5. Penicillin is made from a mold.
- _____ 6. Microbes have made that apple rotten.
- _____ 7. Most antibiotics are made from molds and bacteria that live in the soil.

ACTIVITY #4

All cheese have two things in common. They are all made from milk and they are all made with the help of bacteria. Bacteria and rennet causes the milk to separate into curds and whey. Different varieties of cheese owe their own particular flavors, smells, and appearances to the microbes which help in their riping. Three examples of bacteria are found on page 94 in your text. Please draw your own pictures below.



POSTQUIZ:

1. Diseases are caused by (a) bacteria (b) vitamins (c) balanced meals.
2. Anton von Leeuwenhoek was (a) author (b) scientist (c) painter
3. A _____ is used to look at a microbe (a) microscope (b) telescope (c) binocular.
4. Germs are (a) helpful (b) a cereal (c) harmful.
5. A microbe is (a) huge and dead (b) a microscope (c) tiny and living.
6. Rennet is (a) a disease (b) used in curdling (c) a car.
7. Bacteria reproduce (a) rapidly (b) slowly (c) not at all.
8. Cheese is made from (a) milk and honey (b) milk and vinegar (c) milk and rennet.
9. How many shapes does bacteria have? (a) two (b) three (c) four.
10. Bacteria are (a) helpful (b) harmful (c) both a and b.

Prequiz

- | | |
|------|-------|
| 1. b | 6. a |
| 2. b | 7. b |
| 3. c | 8. c |
| 4. a | 9. c |
| 5. c | 10. b |

Postquiz

- | | |
|------|-------|
| 1. a | 6. b |
| 2. b | 7. a |
| 3. a | 8. c |
| 4. c | 9. b |
| 5. c | 10. c |

MATHPAC: How Do You Measure Up?
(Butler, Terman, Jantz, & Vanek)

Primary Idea: Many instruments are used for measuring in the cooking process.

Secondary Ideas: (1) Thermometers are used for measuring temperature. (2) Clocks are used to measure time. (3) Measuring cups, spoons, pints and gallons are used to measure ingredients.

PREQUIZ:

You cannot pass or fail this quiz. But the number of questions answered correctly will help you to determine how much you can learn from this mathpac. Circle the correct answer, or match the answers.

Match the word in Column A with the correct abbreviation in Column B.

Column A	Column B
1. cup	_____ lb.
2. Tablespoon	_____ qt.
3. teaspoon	_____ oz.
4. gallon	_____ Tbsp.
5. quart	_____ gal.
6. pint	_____ c.
7. ounces	_____ tsp.
8. pound	_____ pt.
9. degree	_____ °

Circle the correct answer:

10. Thermometers are used to measure: (a) time (b) temperature (c) weight
11. A scale is used to measure: (a) weight (b) height (c) temperature
12. An hour is: (a) 50 minutes (b) 30 minutes (c) 60 minutes
13. The short hand on the clock tells the: (a) seconds (b) hours (c) minutes
14. Milk, buttermilk, rennet, and salt are: (a) ingredients (b) temperatures (c) bacteria

ACTIVITY #1

LEARNING TO MEASURE TEMPERATURE. Make a large thermometer on tagboard with slot at top and bottom threaded with red and white ribbon so students can move it to show different temperatures. Spend class time on this. Then have drawn on ditto sheets thermometers (do not shade in the temperature. Show numbers so students can do this) Ask students to use colored pencil and show on their thermometer 86°, 90°, 88°, 102°, etc.

ACTIVITY #2

LEARNING TO TELL TIME. Review as classroom activity how we tell time. Borrow a large clock face from one of the primary teachers. Let students move hands to indicate different times, etc.

ACTIVITY #3

REVIEW UNITS OF MEASURE: teaspoon, tablespoon, cup, pint, quart, gallon, ounces, pound, etc.

Postquiz:

You cannot pass or fail this quiz. But the number of questions answered correctly will help you to determine how much you have learned from this mathpac.

Match the abbreviation in Column A with the words in Column B

Column A	Column B
1. ° _____	1. cup
2. oz. _____	2. Tablespoon
3. c. _____	3. teaspoon
4. lb. _____	4. gallon
5. Tblsp. _____	5. quart
6. qt. _____	6. pint
7. pt. _____	7. ounces
8. tsp. _____	8. pound
9. gal. _____	9. degree

10. Make two clock faces. Make clock number 1 show 1:50 and clock number 2 show 2:45.

11. To fill a gallon we need: (a) 4 quarts (b) 5 pints (c) 3 quarts

12. To fill a quart we need: (a) 3 cups (b) 1 pint (c) 4 cups

Key for Prequiz

1. <u>8</u> lb.	8. <u>6</u> pt.
2. <u>5</u> qt.	9. <u>9</u>
3. <u>7</u> oz.	10. <u>b</u>
4. <u>2</u> Tblsp.	11. <u>a</u>
5. <u>4</u> gal.	12. <u>c</u>
6. <u>1</u> c.	13. <u>b</u>
7. <u>3</u> tsp.	14. <u>a</u>

Postquiz Key

1. 9
2. 7
3. 1
4. 8
5. 2
6. 5
7. 6
8. 3
9. 4

10.

1:50 o'clock2:45 o'clock

11. a
12. c

4-6

GOAL I: THE STUDENT WILL BECOME AWARE OF SELF AND WORLD OF WORK THAT WILL ENABLE HIM TO MAKE LIFE CAREER DECISIONS.

DEVELOPMENTAL OBJECTIVE: For students to be aware that there are MANY different occupations and MANY reasons for people working.

PERFORMANCE OBJECTIVE (4-6)

1. The student will recognize that there is a wide and increasing variety of occupations.

- ACTIVITIES:**
- A. Class discussion of occupations of family, relatives, friends, etc. ending with discovery there are over 2,000 occupations listed in the D.O.T. Discuss how occupations develop from social needs.
 - B. Research projects of various kinds using career information materials available.
 - C. Interview workers using questionnaire written by students.
 - D. Resource speakers, tours of business and industry, etc. ALWAYS with follow-up activities.

2. The student will recognize some of the various ways of classifying occupations.

- ACTIVITIES:**
- A. The class may review the term job families and various ways of grouping occupations. Explain that one way of grouping jobs is by the categories of Data (ideas), People and Things. Suggest that while few jobs can solely fit only one category, many jobs fit one of the categories better than the others.
 - B. Class view and discuss the filmstrip, "What are Job Families?" (In Foundations for Occupational Planning, SVE)
 - C. The class can divide into three groups, each group exploring careers of one of the categories ideas/things/ or people. The committee can list occupations they have explored and report to class their findings, etc.
 - D. In a small group, decide what services people in a community need which they cannot provide for themselves. Report back to the class as a whole and classify these into job clusters.

Job clusters suggested by U.S. Office of Education: Agri-Business and Natural Resources, Health, Communication and Media, Business and Office, Public Service, Hospitality and Recreation, Marine Science, Environment, Manufacturing, Personal Services, Transportation, Marketing and Distribution, Construction, Consumer and Home-making Education, Fine Arts and Humanities.

These could be simplified if necessary. Our experience with intermediate students has been that subject matter areas are most easily understood, I.E. agriculture, business, science, health, performing arts, construction, mathematics, etc.

- E. Conduct a survey of the jobs in the community and classify these into job clusters.

Use newspaper, yellow pages, questionnaire of parents, neighbors, local clusters.

DEVELOPMENTAL OBJECTIVE: For students to be aware of the difference between work and leisure, and that leisure time activities often affect career choice.

PERFORMANCE OBJECTIVES (4-6)

1. The student will demonstrate an ability to differentiate between work and leisure by selecting from a list of his own weekly activities those which he considers leisure activities.

ACTIVITIES: A. Have the class make a list of activities they do when they are not in school or asleep. Have the class circle those activities that might come under the heading "Hobbies" for further exploration.

- B. The teacher will want to help the class see the relationship between hobbies and occupations.

CRITERION MEASURE: The student will be able to, in written form, explain the difference between the terms work and leisure.

2. The student will explore the relationship between hobbies and occupations.

ACTIVITIES: A. Through class discussion the teacher can help the students see that: You choose a hobby in something that interests you. You like to work at it and plan it out

by yourself. You choose an occupation similarly in a field that interests you. You hope to succeed in it, even though you very likely must carry out somebody's else's ideas and plans. The chief difference between a hobby is this: A hobby is something you carry on in your spare time without any thought of pay or reward, but an occupation is something in which you exchange your services during regular hours for money.

Show filmstrip, "What do you like to do?" (In SVE series Foundations for Occupational Planning) Have class discuss following questions after the filmstrip:

- (1) How can hobbies help you learn more about yourself?
- (2) How can hobbies help you develop new skills?
- (3) Why is it important to try new hobbies?

GOAL II: THE STUDENT WILL BE ABLE TO RELATE BASIC EDUCATION CURRICULUM INTO LIFE CAREER DEVELOPMENT.

DEVELOPMENTAL OBJECTIVE: For student to view school as relevant to life career development.

PERFORMANCE OBJECTIVES (4-6)

1. The students will be aware of employer expectations of employees, and to relate these expectations to his role as a student.

ACTIVITIES: A. Through the use of logical consequences teachers will encourage the following classroom behaviors:

- Regular attendance
- Punctuality
- Collection of materials for specific tasks
- Presence in class with necessary materials for specific tasks
- Following instructions
- Pertinent questioning
- Perseverance
- Ability to disagree without being disagreeable
- Realize that conflicts will occur and how to deal with them

- B. Class discussion of the importance of the above behaviors, and why an employer would expect these things. (Suggest role playing if students not sufficiently involved)

Kay Norquist, 5th Grade Teacher
Arlington Elem, USD 310

WORLD OF WORK

Begin unit with a questionnaire developed by the students after a classroom discussion of the different jobs held by parents of the students. One student may be recorder and write questions on board while another may be secretary and copy them on paper. If there is a child who can type, he may make the "ditto" master. Many jobs came to light in our class including mayor, barber, secretary, cook, teacher, music teacher, farmer, welder, bookkeeper, curriculum coordinator, custodian, bus driver, minister, coach. Each student may take several questionnaires and ask neighbors or relatives besides their parents to fill them out. Interest and enthusiasm are created by an initial activity such as this. (There were 17 students and they took home over 50 questionnaires - most were returned.)

To motivate critical thinking about certain jobs, collages, using magazine pictures and words, can be made by each student representing jobs of their parents and one or two other jobs not covered in our survey. We displayed ours on a "World of Work" bulletin board. This project also creates interest in the various jobs and reveals certain aspects of particular jobs.

A set of filmstrips, "Foundations for Occupational Planning" is excellent for setting the stage for further study. These filmstrips are titled: A. Who Are You?, B. What Do You Like To Do?, C. What Is A Job?, D. What Are Job Families?, E. What Good Is School? These filmstrips lead to excellent class discussions concerning the value of each and every person and each and every job. They open a door to awareness of different aspects of certain jobs - the need for certain jobs in particular areas, skills necessary for various jobs, dignity of each and every job.

The SRA Job Experience Kit instills interest and excitement. Each child will want to do several kits and are particularly aware of how they do in each kit "test". They actually "do the work" of each job presented.

Family trees can be made using parents, grandparents, brothers, sisters, aunts, uncles, cousins. Besides each name, the person's occupation is written. After the trees are completed, a long list of all jobs should be compiled. Committees can be formed to put these jobs in categories. Some suggestions for these are: Indoor-Outdoor, Provide Services-Provide Goods, College Education - No College, Special Training, Agriculture, Science, Education, Construction, Health, Selling, Math. This leads to an awareness of relationships among jobs - family job trees.

A good follow-up activity is lots of "What If?" questions which motivate class discussion concerning interdependency of one job to another. Example: one fifth grade girl has an aunt who works in an envelope-making factory. What

if no one worked in a factory that made envelopes? Secretaries couldn't mail letters; bills couldn't be sent out or paid by mail; postmen would have a lot less mail to deliver, etc. What if there were no opticians? Many many people would have to find different jobs if they didn't have glasses - secretaries, bus drivers, barbers, librarians, plus many more. What if there were no ditch-diggers? (One girl has an uncle who operates a machine that does this.) Underground phone cables couldn't be laid; highways and country roads would not drain; sewer lines couldn't be installed; foundations for huge buildings couldn't be dug. These kinds of questions are practically unending and lead to many interesting discussions that require much critical thinking. At the same time they create an awareness in the students about job relationships to each other.

Hobby charts can be constructed by each student. In the center (hub) of a wheel, write one hobby. On the spokes, write jobs that are closely related to the hobby or at least involved some way. One of the most prevalent hobbies among the boys seem to be sports. The jobs in this field are many. Example: Football - coach, pro-player, referee, announcer, (TV and Radio), Trainer, statistician, manager, owner of concession stand, reserve police officer, selling athletic equipment, game photographer, sports writer, TV cameraman. For the hobby of reading - author, artist, or sketcher, publisher, editor, literature teacher, reading teacher, librarian, proof reader, magazine editor.

Committees can be organized to categorize jobs into these headings: Hot Climate, Cold Climate, Dry Climate, Wet Climate, Mountainous Area, Plains Area. Whenever "stumped" think of an area that has the particular feature and do some research on that area. This will help students to come up with jobs necessary in that area. Example: Everglade, Florida - Wet Climate. This type of activity leads to open discussions about why certain jobs are necessary in some areas and not others. They also become aware of the fact, there are many choices as to what kind of work and where to work.

Another Committee Activity involves these headings: Jobs that require Reading Skills, Writing Skills, Speaking Skills, Good Citizenship Skills. A great number of occupations will be discovered to fit each topic. The students will also realize that there is a great over-lap when it comes to the skills.

Interviews are excellent. If possible have parents come in or anyone else available. Let students prepare questions to be asked before the interview. Spontaneous questions will arise which will lead to other areas, also. You might have two or three spokesman for the group and several recorders. After the interview let students compile information in an article for the class file.

Visits to different stores or firms in an area can be arranged and are very educational for such a study. Class trips are excellent opportunities for visiting a bakery, newspaper printing office, etc. Prior to the trip have students think of all possible jobs they think they will see and what is involved in each one. After the visit, compare what they thought they would see and what they actually saw.

A final activity may be a short essay written by each child. Included should be answers to these questions: What do I think I want to be?, What talents do I have?, Do I want to work where this job is located?, Do I want to work indoors or outdoors?, How much training will I need for this job and what kind of training will it be?, Will my hobbies help in this job?, Has anyone in my family ever done this kind of work? Use this for a language assignment, stressing paragraph form, sentence structure, punctuation, etc.

This is the interview form the students developed:

1. Where do you work?
2. What hours do you work?
3. What kind of work do you do?
4.
 - a. Does your work require a lot of physical strength?
 - b. Does your work require a lot of math?
 - c. Does your work require a lot of reading?
 - d. Does your work require a lot of writing?
 - e. Does your work require a lot of thinking?
5. Do you meet a lot of people?
6. How many people work with you?
7. Do you enjoy your work?
 - a. If yes, why?
 - b. If no, why not?
8. Do you work inside or outside?
9. Do you work with a machine?
 - a. If yes, what kind or kinds?
10. Do you travel in your work?
 - a. Where?
11. How does your work affect you?
 - a. How do you feel when you get home?
 - b. Are you anxious to go back the next day?
12. If a job change comes, what would you prefer?
 - a. Why?
13. How much education does your job require?
14. How much education do you have?
15. Are you satisfied with your salary?
16. Do you like the hours you work?
17. How many people do you work for (under)?
18. How many different jobs do you have?
 - a. List them
 - b. Why do you have more than one?
 - c. Which do you prefer?
19. How do you spend your leisure time?
20. Do you have a hobby that helps with your work?
 - a. If yes, what?
21. Do you have a "coffee break"?
 - a. How many?
 - b. How long?

22. What is the length of your vacation?
23. Do you receive pay for your vacation?
24. Do you have sick leave with pay?
 - a. How much?
25. Does your job require "on the job training"?
 - a. How often?
26. How many members of your family (living at home) have paying jobs?

If you have any comments you'd like to add, please do.

Mrs. Pat Howard, 6th Grade Teacher
 Cloverleaf Elementary School
 Moundridge USD 423

Summary in Brief "Career Education"

Three groups of students had some involvement in "Career Education". For the main part, sixth graders were involved. My fifth grade homeroom was included in the foreman-employee experience and "got their feet wet".

The program has been carried out over the entire school year, not concentrating on any period of time except the two weeks in early December.

Materials used from CKAVTS included:

- Job Experience Kits (Students loved these!)
- Widening Occupational Roles Kit
- Set of 40 Carton transparencies (Students want to make some of their own.)
- Environmental Control Occupations Comic Book (Great!)

Materials from other sources not including our own library:

- Movies available from the U.S. Bureau of Mines
- Movies from Modern Talking Pictures including an exceptionally good one on assembly line-mass production titled "Why The Shoe Fits."
- Articles from newspapers including the Want Ad section

Visual aids students felt helped:

- Bulletin boards with shared items from students and teacher
- Field trip to Bradbury Company in Moundridge
- Charts with magazine pictures, characteristics necessary to do the specific job under the pictures

Activities:

- Foreman-employee experience
- "Nutcracker" production
- Interviews (including pictures and tapes) approx. 150 interviews
- Class discussions
- Games such as "Cooperation" and "Immediate Response"
- Notebooks kept through the year
- Class quizzes to check up on themselves
- All students went to McPherson on a single trip, divided into nine groups so they could choose something specific

The students felt, and I agree, that it was an advantage to run the unit throughout the year instead of concentrating because we have short periods of time together. They also felt this gave the teacher and students time to think of new ideas, learned by having time to discuss with parents over a period of time, gave students time to gather more articles, and would not be as inclined to forget as we could reinforce ideas.

During the first few weeks of this school year, we were discussing grades when one student remarked, "I'll be glad when I'm through school and don't have to get grades anymore!" I asked the class if they felt this was true. A lively discussion ensued and as follow-up each student asked their parents what "grades" were given in their jobs.

We concluded that everyone is responsible to someone if they are engaged in a useful activity. Two days we discussed "grades" on jobs and listed them. For example, a doctor checks the charts kept by nurses, farmers check their fields fertilized by a Co-op employee etc.

We discussed and researched the levels of supervision and responsibility as found in a factory. We decided to try setting up a foreman-employee system with the teacher as head supervisor.

Briefly the following was agreed upon:

All students names were on cards and divided blindly with half foremen and half employees also matched blindly. (Consensus was that on most jobs you could not choose with whom you would work!)

Students were seated according to pairs, one foreman, one employee.

Settled on \$125. in Monopoly money for 9 working days.

Decided on what would cost loss of pay or get credit for bonus.

Decided people would get second chance before being "fired".

Change combination if clash of personalities was too great. (Later decided people must work out problems instead!)

Foremen and employees would exchange reports on each other on Friday.

Reports were to be private, only those involved and supervisor would read them and be in on discussions.

After the end of the first week, the students decided Monopoly money wasn't satisfactory because it is worth nothing. Privileges such as educational games or free time were considered better pay.

The second two week period, the students chose three people they would like to work with in the same set-up except those who had been foremen would be employees and vice-versa.

In evaluating what we had done I asked the students to write:

Did you like the foreman-employee experience? Why or why not?

Did you think you behaved any differently or was your work affected?

If we did this again, how would you change it?

If you could be a foreman or employee, what would you choose? Why?

"Nutcracker" Slide and Tape Production

Major activity-November and
first two weeks of December.

"Nutcracker" pictures and story

6A Language Arts class

Assembly line production experiment

Two sections of Social Studies

52 students involved

Fitting our Career Education to the Christmas season, we made our own version of the "Nutcracker". Using five different stories, the writers worked on an adaptation.

The twenty-six students in Language Arts class chose their official job or occupation according to what they felt were their best skills. The groups of workers were:

Scriptorians
Proofreaders
Music techniques
Art technicians

Artists
Colorers
Sound director
Taping technician

Actors and actresses

The resulting production was a seventeen minute tape. (This was accomplished after many try-outs and three taping sessions!) Mrs. Lillie Goering, our librarian, who is also an accomplished photographer, took slide pictures of thirty-five frames which the students had drawn to go along with the tape. The tape-slide presentation was shown to all students K through 6th grade. Parents also attended one presentation at our own building.

The sixth grade Social Studies classes made fifty-four oak tag "Nutcrackers". Each Nutcracker had five parts put together with brads. Twenty-six students worked on producing the entire doll as a custom item. Twenty-six students worked in assembly fashion as follows:

3 drew parts
3 drew in details

2 colored with magic markers
2 cut out pieces
1 punched holes for brads

1 put brads in
1 worked as "Quality
Control"

The end result was: Assembly line 32 Nutcrackers
Individual workers 22 Nutcrackers

Examining the Nutcrackers, students came to the following conclusions:

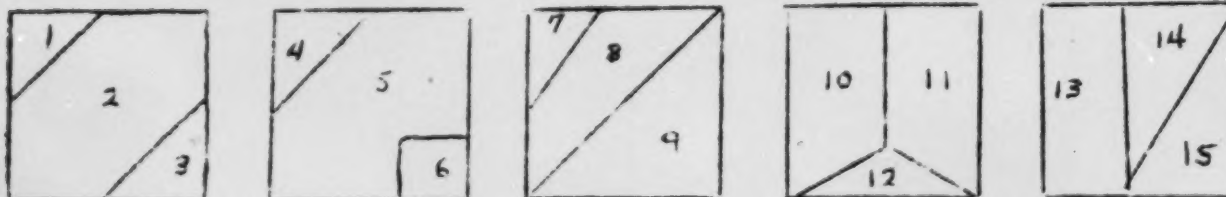
Assembly line dolls were not as neatly and carefully made.
Individual workers could see the total product and took more pride in their work.
Assembly line workers made more but knew no one would know which person was directly responsible.
Understood why custom or handmade, one of a kind crafts are expensive.

Nutcrackers were given to every kindergartner after the tape-slide presentation.

Cooperation Game
National Training Labs
"An Experiment in Cooperation"
NEA JOURNAL, October, 1969

Materials: Tagboard and brown envelopes.

Cut five 6-9 inch squares from heavy tagboard. Section the squares by cutting according to the patterns below. This makes one set. The teacher will need one complete set for each group of five children who are playing.



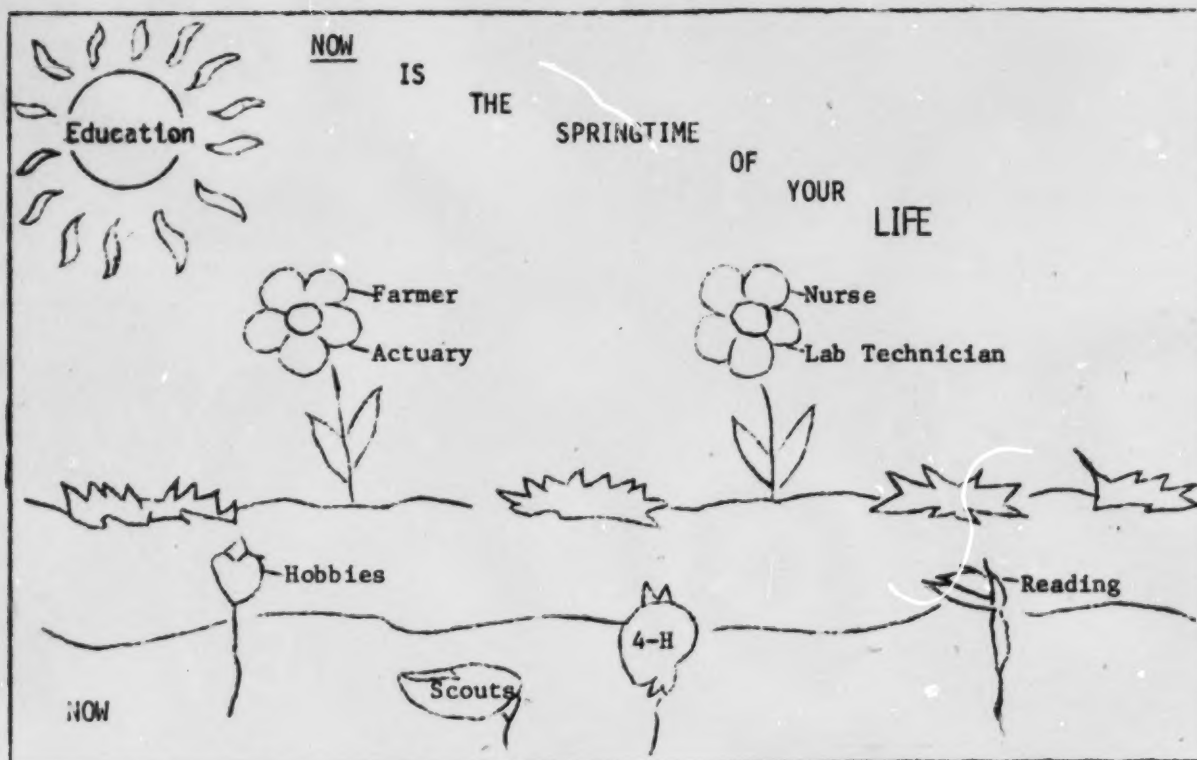
Note that pieces No. 1, 3, 4, and 7 are all the same size. Do not label the children's squares.

Place the pieces in the envelopes as follows:

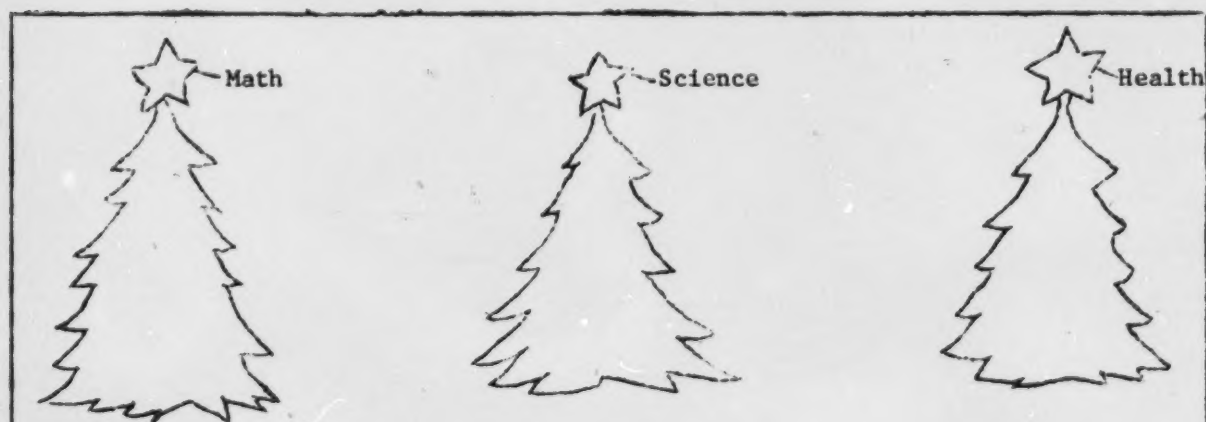
Envelopes: One Shapes No. 6, 10, 14, 15
Two Shapes No. 1, 3, 5, 7
Three Shapes No. 2, 8, 12
Four Shapes No. 4, 11
Five Shapes No. 9, 13

Directions (1) Divide the children into groups of five. Arrange chairs or desks for each group in a circle.

"I am now giving each of you a brown envelope. When I give you the signal, you may take out the contents. You are to form a square (using only three pieces) by giving or exchanging pieces with others in your group. You may not take another's piece unless it is offered



Round balls (circles) were used for flower petals. They were saved from bulletin board below. Seeds and bulbs could have many other NOW items.



For each bulletin board Christmas tree stars were made with titles of job families and specific occupations were written on various colored decorations. Ten trees were used and all occupations we could think of were used. Sixth graders liked this and it was enjoyable categorizing and decorations were matched to trees.

to you. You may not talk or ask in any way for a piece you want. A trade is not necessary. If I ask you a question you may not answer me."

"Are there any questions? All right, the no/talking period has begun. Take out your pieces. The game has begun."

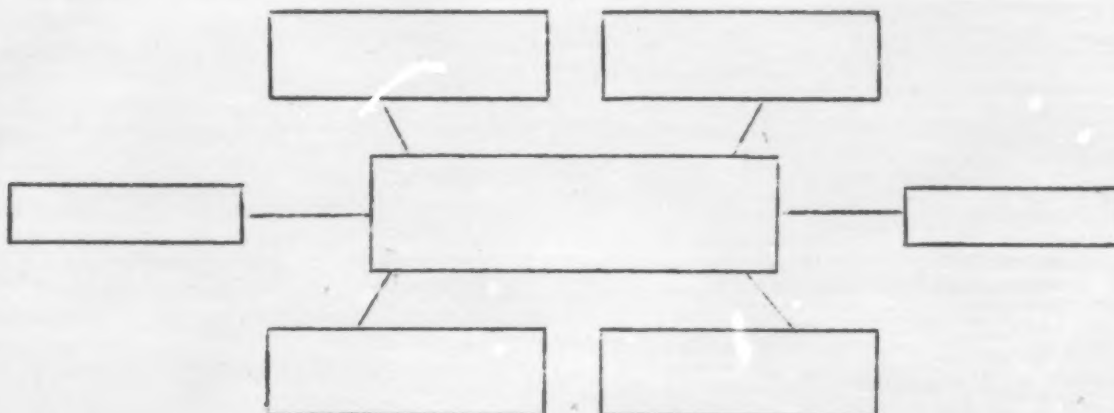
(2) If, after a while, a group is not progressing, ask the person in the group who is having trouble, "What do you need?" or "What is holding you up? Ask the person who has too many pieces, "Why aren't you sharing?" When a group has completed their squares they may observe the other groups silently. When all groups have finished, discuss with the children how this was like a real life situation. For example, ask "What happens when a member of a group does not share?"

Evelyn Schmidt, 5th grade teacher
Durham Attendance Center, USD 410

Here are some activities we did in our classroom. Had I had my own self-contained classroom, I feel I could have done more.

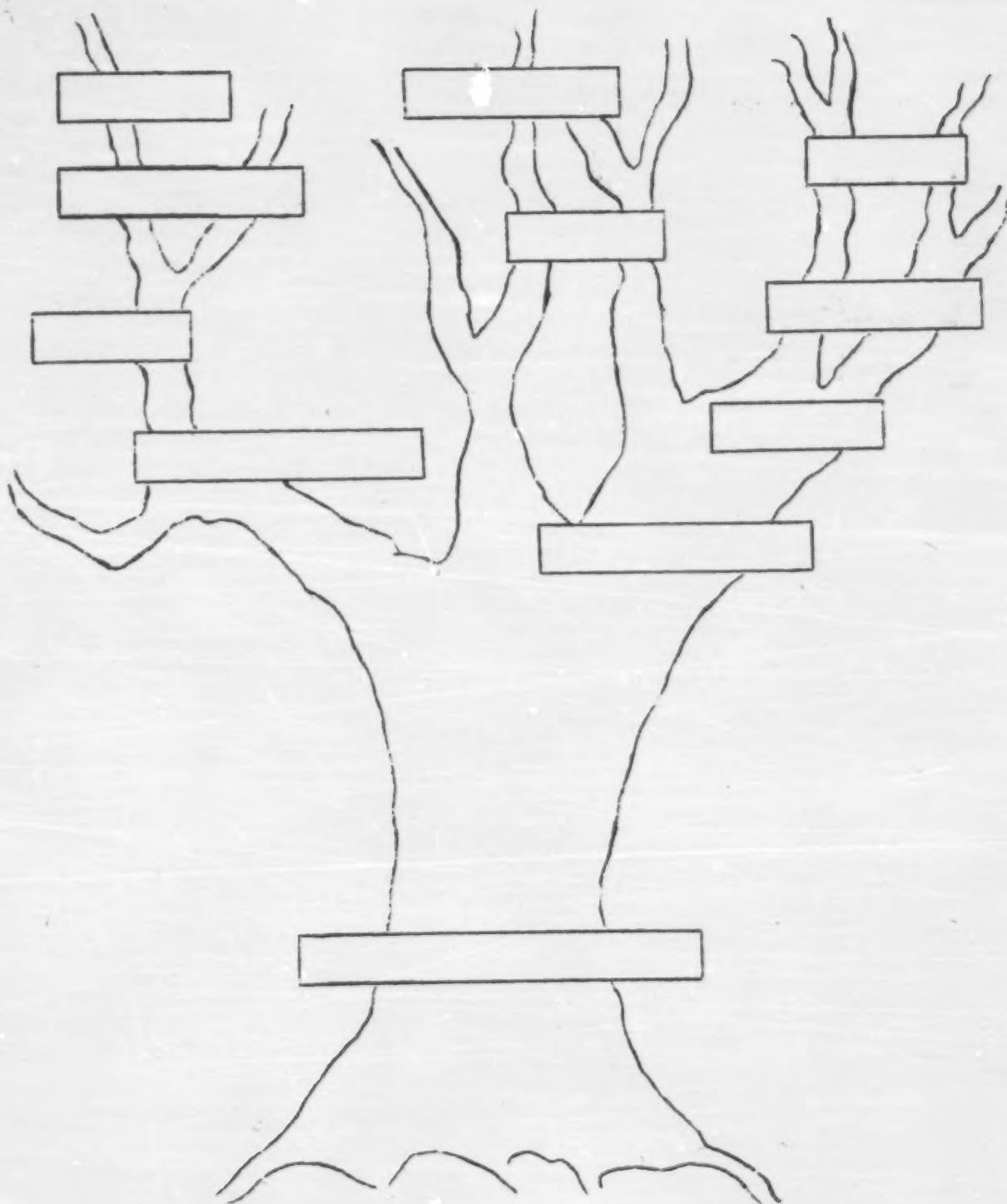
1. We made bulletin boards showing "Job Families". Then students worked together in groups to fill in the various "Job Family Trees".
2. The students worked in pairs to fill in the boxes about their hobbies and how they can be useful in jobs later on.
3. Each student had a sheet to check on his own as to what he liked to do. Then they would compare their papers to see their likeness and their differences.
4. We plan to use the chart of "Where Would You Rather Live and Work?"
5. The project we're working with now is the "Job Questionnaire". This is proving to be of great interest to them.
6. We have worked the Careerpac from the class taught by Dr. Clapsaddle from WSU. The students showed a lot of interest in it and I plan to make several to be used in interest centers next year.

In the big square in the center, write the one thing you like to do most in your spare time. In the little boxes, put the names of jobs in which your interest or hobby would be useful:



JOB FAMILY TREE

35



Put a check mark on the line of the ones you like to do:

I like to:

- | | |
|---|---|
| ☐ be indoors | ☐ collect things |
| ☐ be outdoors | ☐ be with people most of the time |
| ☐ draw pictures | ☐ do things by myself |
| ☐ be by myself | ☐ Make things others can look at and use |
| ☐ help people | ☐ put my ideas on paper |
| ☐ work with machines | ☐ work with numbers and mathematics |
| ☐ talk to others | ☐ help people to be happier |
| ☐ work with my hands | ☐ discover new ideas |
| ☐ try new things | ☐ make pretty pictures |
| ☐ make up songs | ☐ write music or songs |
| ☐ build things | ☐ work on school activities |

When you finish, check with a classmate and discover how you are alike and how you differ.

JOB QUESTIONNAIRE

- Name of occupation _____
- What were the requirements
 - High School? _____
 - College? _____
 - Special Training? _____
 - Needed experience? _____
- Do you work with
 - people? _____
 - ideas? _____
 - things? _____
- Do you use math in your work? _____
- How long have you been in this work? _____
- How many hours a day do you work? _____
- What is your hobby? _____
- Has your hobby influenced your choice of occupation? _____

Where Would You Rather Live and Work?

Directions: Put a check mark by the places you would like to live and fill in the jobs which can be found in these locations.

Hot Climate	Cold Climate
Dry Climate	Wet Climate
Mountainous Area	Plains Area

CAREERPAC - Westward Ho!
(Evelyn Schmidt)

Primary Idea: This careerpac will help you understand the need for adding new territory as the settlers moved west across the mountains.

Secondary Ideas: (1) some of the roads and trails they used to move west are still used today (2) Rivers were used as roads. (3) In order to move farm products to market, more territory had to be added that would give the settlers the right to ship their products on all rivers leading to the Gulf port of New Orleans.

PREQUIZ:

You cannot pass or fail this quiz. But the number of questions answered correctly will help you to determine how much you can learn from this careerpac. Circle the letter of the answer you think is correct.

1. Prairie is a (a) hilly place (b) level or rolling land with grass (c) a swamp (d) a mountainous area.
2. Career can be defined as: (a) one's life-style (b) a game (c) a book (d) a story
3. The Indians were afraid: (a) the white man would take away their hunting grounds (b) of the buffalo (c) they would get wet (d) of each other
4. Settlers used the (a) The Mississippi River (b) The Snake River (c) The Ohio River (d) Both a and c
5. Boonesborough was (a) a river (b) a place named for Daniel Boone (c) name of a settlement (d) both b and c
6. Some workers needed at this time were (a) astronauts (b) carpenters (c) deep-sea fisherman (d) computer operator
7. Most people traveled to the Ohio Valley on (a) the Mississippi River (b) Mohawk River (c) Ohio River (d) Rio Grande River
8. The Louisiana Territory was (a) west of the Mississippi River (b) east of the Mississippi River (c) a small area (d) close to the Atlantic Ocean
9. At this time the land west of the Mississippi River belonged to (a) Spain (b) United States (c) Canada (d) France
10. Territory means (a) a state (b) a region controlled by a particular government (c) a country (d) a city
11. Taking goods to market means (a) to buy the goods (b) to sell the goods (c) to waste the goods (d) both a and b
12. The Cumberland Gap is (a) a railroad (b) a canal (c) a break in the Appalachian Mt. (d) a river
13. New Orleans is (a) a port on the Mississippi River (b) a city in Louisiana (c) the place where goods were sent from the country (d) all three.

LEARNING ACTIVITY #1

Consult any reliable dictionary for the meaning of the following words. Write a brief definition of each word. Use an encyclopedia to look up about the men. This exercise will help you understand this careerpac more clearly.

1. prairie
2. settlement
3. territory
4. explore

5. market
6. unknown
7. Jefferson
8. Daniel Boone

LEARNING ACTIVITY #2

On a United States map showing the main rivers of the United States, locate the following places:

- | | |
|----------------------|------------------------|
| 1. Ohio River | 4. Boonesborough |
| 2. Mississippi River | 5. New Orleans |
| 3. Cumberland Gap | 6. Louisiana Territory |

LEARNING ACTIVITY #3

View one of the following filmstrips and find out about the rivers that were used for traveling and sending goods to market. Also find out why the United States had to obtain new lands so products could be shipped to markets and overseas.

1. Westward Movement
2. Daniel Boone Wilderness Trail
3. First Trail into the West

LEARNING ACTIVITY #4

List as many occupations as you can think of that would be related to the shipment of goods-the way we ship them today.

- | | | |
|------------------|-------------------|--------------------|
| 1. <u>By Air</u> | 2. <u>By Rail</u> | 3. <u>By Truck</u> |
| a. | a. | a. |
| b. | b. | b. |
| c. | c. | c. |
| d. | d. | d. |
| e. | e. | e. |

POSTQUIZ:

You cannot pass or fail this quiz. But the number of questions answered correctly will help you to determine how much you have learned from this careerpac. Circle the correct answer:

1. The place named Boonesborough (a) was named for Daniel Boone (b) a settlement (c) both a and b (d) was in California
2. France, at this time, owned the land (a) by the Atlantic Ocean (b) southern tip of the United States (c) west of the Mississippi River (d) none of these
3. Level of rolling land with grass is (a) a swamp (b) a prairie (c) a river (d) a country
4. If we want to buy or sell goods we (a) go to market (b) plow the field (c) go to class (d) write a story about goods

5. The Ohio River was used by (a) the settlers (b) the Indians (c) the trappers (d) all three
6. A region controlled by a particular government is (a) a city (b) a state (c) a territory (d) a nation
7. Some workers needed during this time (a) astronauts (b) deep-sea fisherman (c) carpenters (d) computer operator
8. One's life style is his (a) game (b) career (c) occupation (d) religion
9. The Louisiana Territory was (a) west of the Mississippi River (b) a big area (c) cost 3¢ an acre (d) all three
10. The Indians were afraid (a) of the buffalo (b) they would get wet (c) the white man would take away their hunting grounds (d) of each other
11. The Ohio River was used to (a) travel west (b) travel east (c) flows into Mississippi River (d) both a and c
12. The port of New Orleans is on the (a) Mississippi River (b) Ohio River (c) Kansas River (d) Lake Erie

Student Evaluation

Please answer the following questions. Your answers will help the teacher to understand how this careerpac can be changed to provide a better learning experience.

1. I enjoyed this careerpac: (a) much (b) some (c) little (d) not much
2. I was able to understand this careerpac (a) much (b) some (c) little (d) not much
3. I feel I have learned from this careerpac: (a) much (b) some (c) little (d) not much
4. In recommending this careerpac to other students, I would give it a rating of: (a) excellent (b) good (c) fair (d) poor

Prequiz

1. b
2. a
3. a
4. d
5. d
6. b
7. c
8. a
9. d
10. b
11. d
12. c
13. d

Postquiz

1. c
2. c
3. b
4. a
5. d
6. c
7. c
8. b
9. d
10. c
11. d
12. a

Mrs. Virginia Ekholm, 4th grade teacher
Countryside Elementary, Inman USD 448

CAREER DEVELOPMENT ACTIVITIES

"Expanding student awareness to themselves and the world of work" has not been difficult to incorporate into a classroom of 24 lively nine and ten year olds. We used many of the materials provided by CKAITS and feel the tests were great--helped organize the students thinking. The films were fine and elicited good student response. When we used the filmstrip "What Can I Do?" teacher told them what she appreciated about each one! The job tree was made and students enjoyed this experience. The JOB EXPERIENCE KITS were great favorites.

We mailed letters to parents explaining our focus on career development and expanding student awareness, and asked if they felt their place of business would be of interest to students and they could arrange for us to visit to notify us. They responded with invitations to visit the flour mill, Lackey's eggs, Cessna, a farm, a pig farm (babies to fattening), the refinery and the livestock sale barn in Hutchinson. Due to inclement weather we were only able to visit the Livestock Sale.

During our visit to the Sale Barn students learned things like: what is an auctioneer, breeds of cattle and hogs, how to bid, helpers protected by high fences and iron bars, 48 head of livestock could be sold in 15 minutes, to keep your hand down unless you are bidding, and that ANYONE can go to a public sale.

One student's father (policeman in Inman) visited the school and showed us his car, uniform, blew the siren, put handcuffs on us and explained and used his two-way radio.

Each student explained their father or mother's business. For example, one student's father is a welder and she brought doll furniture her father made and explained and showed what the welding helmet was for.

Since an important part of this project is in helping students identify themselves as already embarked on their "career journey" and helping them link the here-and-now world with a future career life, pictures were taken of one student showing him as a member of a family, participating in home responsibilities, enjoying leisure activities, as a member of a church, as a student, and many pictures showing how he is learning to visualize himself as a working adult by the hours he spends each week at his father's place of business (helping with the stock and inventory, calling when cars are ready, addressing and mailing monthly statements, learning to change tires and watching motor tune-ups, etc.) and we have shown this to parents and other groups.

Every child comments on "jobs", "careers", etc. I would say they are definitely "aware."

7-9

GOAL I. THE STUDENT WILL BECOME AWARE OF SELF AND WORLD OF WORK THAT WILL ENABLE HIM TO MAKE LIFE CAREER DECISIONS.

DEVELOPMENTAL OBJECTIVES: For students to be aware that there are MANY different occupations and many reasons for people working.

PERFORMANCE OBJECTIVE (7-9)

1. The student will be able to identify that certain careers are sometimes selected because of life style or prestige factors.

- ACTIVITIES:**
- A. Students list careers that sound attractive.
 - B. Given a list of careers, the student will match them with a list of people they can imagine.
 - C. Class discussion about how a life style may be different in reality from what it appears.
 - D. Class view and discuss sound filmstrip, "Liking Your Job and Your Life," (Guidance Associates) or something similar.
 - E. Interview a worker and write a report describing the life style the worker would like to lead (ideal) and the one he heads (real).

GOAL II. THE STUDENT WILL BE ABLE TO RELATE BASIC EDUCATION CURRICULUM INTO LIFE CAREER DEVELOPMENT.

DEVELOPMENT OBJECTIVE: For student to understand the relationship between school curriculum choices and career planning.

PERFORMANCE OBJECTIVES (7-9)

1. Students will be able to contrast curriculums available in terms of the career areas to which each curriculum leads.

- ACTIVITIES:**
- A. Class Discussion.
 - B. School counselor invited to meet with class and explain curriculum offerings in specific school system, and answer student questions.
 - C. Use of career information materials available to discover job requirements for occupations of special interest and report to class what school subjects would be helpful in preparing for said occupation.

D. From a list of brief job descriptions involving subject area, write 3 personal attributes (ANY SUBJECT AREA).

2. Students will be able to evaluate alternative careers for which personal characteristics and training requirements are sufficiently similar to the preferred career to serve as alternative career plans.
3. Students will discover how educational decisions may have an important impact on career opportunities available to an individual.

ACTIVITIES: A. Students interview two working adults as to how educational decisions affected their career opportunities.

B. Class will compile a list from the want-ads of jobs requiring some skill and those requiring none.

4. Students will realize how each decision one makes may have an important implication for future decisions.

ACTIVITIES: A. Each student will list the major decisions that have affected his career development to date.

B. As outgrowth of above activity, student asked to choose one of the decisions and list all the reasons why that choice was made, list new conditions that might make them choose differently, and list hypothetical reasons why a person might select each alternative.

Marjorie Warta
Hesston Middle School

VALUE SENSE EQUALS CAREER CENTS

INTRODUCTION: This unit was designed to help middle school students in the seventh and eighth grades of Home Economics understand what "values" are and how they can influence their behavior and career plans.

LEARNING OBJECTIVES:

1. The student will demonstrate their understanding of the concept, "values" through class discussion.
2. The student will identify their values by card votes.
3. The student will identify resources available for personal use and as a tool for goal attainment by a group rap session.
4. The student will become aware of the influence of values and resources in career choices by viewing the filmstrip "Who's You". (J.C. Penney)

PRE-TEST

1. As a middle school student I feel that values are.....
2. My values have been determined by.....
3. Values determine the way you spend your resources. True or False
4. At the present time career information is....important or unimportant

Lesson 1 HOW'S YOUR VALUE SENSE?

1. Card Votes (J.C. Penney)
2. Define values.
3. What decisions do you make each day?
4. What resources are available as you make these decisions--human, and material?
5. What is the difference between work and leisure activities?
6. You have one week of free time which you may use any way you desire--what would you do?

LESSON 2 HOW'S YOUR MONEY SENSE? Does it make cents?

1. Give students play money \$100--How would you spend this money?
2. What influenced your decision?
3. How does the job affect money?
4. How does the job affect the lifestyle?

LESSON 3 HOW'S YOUR WORK SENSE?

1. Recognize there are a wide and increasing variety of occupations.
2. Recognize there are some various ways of classifying occupations.

LESSON 4 HOW'S YOUR FUTURE?

1. Coat of Arms---(J.C. Penney)
2. Discussion of long-term and short-term goals.
3. Hobbies may lead to careers--something that interests you.
4. Identify certain careers that are sometimes selected because of life style or prestige factors.

COAT
OF
ARMS

1. What I am good doing	2. Something I'd like to improve
3. Something materially I couldn't get along without	4. Some value I believe strongly about
5. If promised success I would	6. Three words friends might say about me

Inman Junior High Pilot Career Project

N.A. Schmidt, Project leader
and also Social Studies Teacher

Due to scheduling problems it was decided to meet with this group during band time three times a week for 35 to 40 minutes each time. I selected ten students who were not in band. Five boys and five girls all in the eighth grade. I selected students from the various churches and income groups, from those who have trouble paying school bills and buying clothing for their families, to those who are unskilled laborers, to professionals.

We have no textbooks, no tests, no grades, we just meet and confer and discuss what they want to talk about or ask. We have taken the Kuder, Life Style, and Values Tests. Our counselor will go over the Kuder and previous aptitude tests : these students have and visit with them about these.

Approximately a half dozen periods were spent rapping about understanding ourselves. The following were the lead questions: 1. To you, what is the most important thing about a chosen vocation and an avocation. 2. Do you know your personal qualities of likes, dislikes, strengths, and weaknesses? 3. Are you a leader or a follower? 4. Can you be either? 5. What upsets you? 6. How do you act when you are upset? Student response was excellent and they participated freely in a give and take situation.

Next we went into a ten point program to understand a career: The following were accepted, not necessarily in this order. 1. Pay 2. Working conditions 3. Vacations 4. Fringe Benefits 5. Retirement 6. Unemployment Compensation 7. Taxes and Social Security 8. Opportunities for Advancement 10. Related Jobs.

We spent quite some time sharing what happiness is and whether it relates to what we'll choose as our career.

Each of us researched our favorite job choice if we decided today, also a completely foreign job to us. They enjoyed this very much.

We still want to: 1. Play the career Game. 2. Do an interview and invite a chosen professional to meet with us. 3. Go on a field trip as a reward for time spent in the class.

We are really enjoying this.

Inman - Schmidt

CAREER CHOICE _____

NAME: _____

TRAINING NECESSARY?

WAGES?

FRINGE BENEFITS?

HOURS TO WORK AND WHAT PART OF THE DAY?

WORKING CONDITIONS?

OPPORTUNITIES FOR ADVANCEMENT?

JOB SECURITY?

RELATED JOBS?

JOBS RELATED TO AGRICULTURE
A CAREER DEVELOPMENT PROJECT

Ruth Terrill, English teacher
Grade 7 & 8, Partridge Jr. High

EMPHASIS: Agriculture and Agri-business careers

SUBJECT MATTER: Math, Science, English, Social Studies, Art

GOALS: Students will become aware of changes which have taken place in agriculture and will be able to project into the future to think about future changes.

Students will realize that farming is a very specialized business with many farm-related jobs supporting every farmer.

Students will understand that lifestyle desired and personal resources greatly influence choice of careers in agriculture or agri-business.

ACTIVITIES: Three teachers teach all subjects except music to the 30 students in the seventh and eighth grades. These teachers and the students worked together as much as possible in planning and carrying out the various activities outlined below.

- I. Making a collage---"Who Am I"
- II. Bulletin board---"What Do I Want To Be?"
- III. Use of Simulation Games from CKAITS Career Games
- IV. Filmstrip and discussion

Foundations for Occupational Planning

Six strips from CKAITS

An Overview of Technical Education from CKAITS

- V. Field trips
 - Kansas Power and Light Plant
 - Hutchinson News
 - Kansas Fish and Game Commission Headquarters at Pratt

Small group trips

- Small processing plant
- Vocational Technical School
- Veterinarian
- Bank
- Far-Mar-Co research center
- Nursery-Greenhouse and Food Wholesale Company

WORLD OF WORK PROJECT ACTIVITY SHEET

January 12-26	-----	"Me" Collage Poster	
January 25	-----	Filmstrip discussion, "Who Are You?"	Letter Writing Skills
January 26	-----	Kansas Power and Light Field Trip - Hutchinson News Field Trip	
January 22-Feb. 3	-----	Use Job Experience Kit	
January 29-Feb. 3	-----	Play Careers Game	
		See and discuss four more Foundations for Occupational Planning Films	
		Use any other filmstrips individually or in small groups	

February 3-----Small group field trips

February 6 and 7----Small group presentations

February 9-----Pratt Field Trip

NAME _____ WORLD OF WORK RECORD SHEET

Activity	Completed	Evaluation
"Me" Collage		
Job Experience Kit (list those completed		
_____	_____	_____
_____	_____	_____
Career Games (list final choices and stores from evaluation)		
_____	_____	_____
_____	_____	_____
KPL - News trip Evaluation (attach sheet)		
_____	_____	_____
Pratt Trip Evaluation (attach sheet)		
_____	_____	_____
Small Group Trips (attach sheet)		
_____	_____	_____
People I talked to about the world-of-work in addition to above.		
Things I read about world-of-work in addition to above.		

EXPLORING THE WORLD OF WORK SMALL GROUP PROJECTS

This project is designed to allow people with similar interests in the world of work to explore their interests together. The members of the group are responsible for planning and organizing their own project, then executing the plan and reporting to the remainder of the class.

Each group is responsible for: Its own transportation, Making arrangements where they will visit, A sponsor to accompany them, Outlining what they hope to gain from the trip, Presenting their plan to Mr. Adelhardt or Mrs. Terrill for approval by Wed. Jan. 24, A 5 minute presentation to the rest of the class in which all members must participate, Presenting a written evaluation as to whether their goals were met.

These trips are tentatively scheduled for the afternoon of Feb. 2
Reports to the class will be during the following week.

SMALL GROUP PROJECTS PLAN SHEET

I.

Our Group Members are _____

Our trip will take us to _____

Our sponsor is _____

Our transportation is _____. We will leave school at
 _____, Arrive at _____ at _____, leave there
 (time) (place) (time)
 at _____ and be back at school at _____.
 (time) (time)

II.

From the trip we hope to:
 What we hope to see-

Questions we will try to have answered

III. Presentation for the class

(Tell what part each group member will have in making the presentation to the class next week).

If you plan to take pictures:

Whose equipment will you use _____

Who will take the pictures _____

Who is responsible for development _____

If you are taping an interview:

Whose equipment will you use _____

Who will do the taping _____

On back of this sheet list questions you will ask.

OUTLINE OF CKAITS CAREER EDUCATION PROGRAM

Lawrence Taylor, Social Studies
Canton-Galva Junior High, USD 419

"EURASIA" CLASS - 7th grade

Introduction:

I have tried to incorporate into my Eurasia class some of the materials provided by CKAITS. Most of the materials have been received by the class members with enthusiasm and challenge. The pre-testing program opened up varied and new opportunities for several of my students. It has been easy to put several of these materials into my class but also time consuming. The program in general has been received with a positive attitude by the school administration. A class will be offered and required next year for our 9th grade students entitled "Career Education". Mr. Joe Monsam will be teaching the course and I suggest contacting him for future materials and programs in our system.

November 29 and 30	Pre-testing program
Dec. 6-12	"World of Work"
Dec. 19	Are You Looking Ahead - "Do you like sports"
Dec. 22	"Do you like animals"
Jan. 9	"Would you like hospital work"
Jan. 17	"How about being a keypunch operator"
Jan. 23	Foundation for Occupational Planning - "Who are You?"
Feb. 1	Leisure Time: "Busy or Bored"
Feb. 15	"Have you tried _____?"
Feb. 22-28	Career Game

CAREER EDUCATION IN SOCIAL STUDIES

Wes Bartlett, Social Studies
Sedgwick Jr. High, USD 439

Object: To acquaint students with career possibilities through study of history.
Procedure: We started out with giving every 8th grader the Kuder general Interest survey. Then we explored pioneer jobs done in the home which were now done by manufacturers. The main job being wool spinning and cloth making.

Mrs. Yourdon, high school counselor, brought up her spinning wheel and dressed as a pioneer and showed the classes how to spin wool and different information about the wool. The boys then went to the shop and tried to build a spinning wheel (They failed, however).

Next we had individuals do research on wool manufacturing and cloth making and present these to the class.

We are presently on a second unit in which we are studying government and the available jobs in this area.

Mary Kosier brought an interest survey to our class and administered it to us. We will recheck ourselves when we finish the unit.

We showed two filmstrips from the eye gate series Real Problems Facing Us and discussed problems, situations, and career opportunities discussed in this material.

I handed out a power arrow to the group of different situations in the class such as U.S. Government and their authority over different people, State Government, teacher and class, and Parents and family. The students soon compared the relationships of Central Government and powers to parents and power and others on each level.

We will cover the exact jobs now of the government officials and discuss job or career possibilities according to their interests.

10-12

GOAL 1. THE STUDENT WILL BECOME AWARE OF SELF AND WORLD OF WORK THAT WILL ENABLE HIM TO MAKE LIFE CAREER DECISIONS.

DEVELOPMENTAL OBJECTIVE: For students to begin to formulate tentative career plans consistent with self understanding.

PERFORMANCE OBJECTIVES (10-12)

1. The student will be able to explain how occupational choice affects an individual's life style and give examples.
2. The student will be able to identify influence of many factors on Career Development. (Peers, family, significant adults, community, geography, economics, etc.)

ACTIVITIES: A. Students will interview an adult to find out factors that influenced his or her career development, and then share and discuss findings.

B. Poll class as to how many chose their elective subjects because of friend's choice and discuss how peer influence can affect career development.

3. The student will be able to identify the outcomes of work (status, economic benefits, and security).

ACTIVITIES: A. View Filmstrip, "Why Work At All?" (Guidance Associates). Be able to list rewards derived from specific jobs.

4. The student will identify how individual ability will determine in part the level of attainment in a given career area.

ACTIVITIES: A. Class discussion on how seniority systems in business, industry, and government restrict individual advancement regardless of ability.

- B. Class listing of career areas in which level of attainment is determined primarily by individual ability. (Geometry, Algebra, Physical Education, Art, Music, etc.)
- C. List courses you have taken or are taking in order of preference and list your courses in order of grades received. Discuss similarities and relate to world of work.

GOAL II. THE STUDENT WILL BE ABLE TO RELATE BASIC EDUCATION CURRICULUM INTO LIFE CAREER DEVELOPMENT.

DEVELOPMENTAL OBJECTIVE: For students to realize that individuals can learn to perform adequately in a variety of occupations.

PERFORMANCE OBJECTIVES (10-12)

1. Students will realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

ACTIVITIES: A. Students will take field trips with class discussion centered on the variety of jobs observed during the field trip.

- B. In a brainstorm session, students will list as many job opportunities in a given area as they can. (all areas)

2. Student will be able to identify several satisfying job alternatives that could utilize his talents.

ACTIVITIES: A. Listen to taped on-the-job interviews.
 B. Research the available career information materials.
 C. Interview people employed in jobs of interest to discover what other kinds of jobs they have done and what co-workers do.
 D. Experience several occupational tasks he could perform or learn to perform.

WORLD OF WORK PROJECT

Madeline Crosley, Social Studies
 Pretty Prairie High School

GOAL:

- The student will become aware of self in relation to the world of work and will be able to relate his possible career choice with his environment.

DEVELOPMENTAL OBJECTIVES: (11-12)

For students to evaluate various career possibilities in context with their environmental and social problems today.

PERFORMANCE OBJECTIVES:

1. Students will gain an understanding of environmental problems.

ACTIVITIES:

- A. View series of filmstrips on "Man and Physical Environment" ("Real Problems Facing Us")
- B. Discussion of problems and each student's role as:
 - (1) a citizen
 - (2) one engaged in a specific vocation connected with each problem area
 - (a) type of occupation
 - (b) education needed
2. Students will gain an insight into how occupational choices will effect life style or how insistance on a certain lifestyle will influence career choices.

ACTIVITIES:

- A. Career Game--used by each participating student
- B. Follow-up by having students check want-ads to see what job openings there are in this area for their interest field

CRITERION MEASURE: Each student will be able to designate several occupations of interest to him/her and find employment possibilities in this area of Kansas.

Career Project - Fall 1972

Connie Welch - Business Instructor
Fairfield High School, USD 310

The General Business Class consisting of twenty-two students were involved in this career project in conjunction with a unit in our textbook entitled "Living and Working in Our Economy." Filmstrips and cassette tapes listed at the end of the report were used to great advantage.

Before beginning this project, the class had already talked about careers and the students had looked in the classified section of the newspaper for various jobs they would be interested in and could do. Oral reports had been given on their findings.

In beginning the project, folders were given to each student to keep their materials in and to add to throughout the year. (Handout sheets Nos. 1 and 2 "Occupational Ignoramus" were given to students.) It was stressed that students need to think about the many job possibilities open to them and that they should think seriously about several careers in which they might be interested.

The students were asked to list on a sheet of paper three occupations in which they would like to work. A class member then listed these on the board for the rest of the class and we put them into job families. We discussed why people work and what they want to gain from their work. The importance of job satisfaction, security, and a co-operative attitude among workers was stressed.

All of these students do not plan to go to a four-year college. Some may go to vocational-technical schools for additional training. There is also "on-the-job" training. We discussed the merits of getting a summer job in the area of the students vocational interest and planning to take courses in school that would help them in their chosen career.

The filmstrip Trouble at Work, - Band 2 - "Failing to Communicate" was shown. (Young girl working in department store not understanding instructions of older supervisor; girl may get fired.) Two students planned and role-played how they would handle this situation. The other class-members commented on the presentation and other possible solutions. The importance of personal relations with co-workers was stressed.

The class talked about the large number of married women who work. Most thought it was all right for mothers to work while a few disagreed. A projection of number of workers in occupational groups for the next eight years was shown to determine where the greatest number of jobs would be.

Students were asked to think about the three possible career choices they had previously written down. Then they were to think about what possible influence their families, friends, or communities might have had in their choices. (Would they have chosen the same career if they lived in Denver or Wichita?)

The class was asked to name the subjects they are taking or have taken and tell whether their friends were taking the same courses. Did their friends influence their choice of subjects? They were then asked to list the courses they have taken with the ones they liked best listed first. (at least five) Then they were to write down the grades they earned beside the courses. Was there any relationship between the grades they received and the courses they liked best? The relationship between enjoying your work and doing a good job was stressed.

We discussed the changing world of work and the fact that more skilled workers will be needed in the future.

We then prepared interview sheets with questions on them we wanted to ask people who are currently employed. (Handout sheet No. 3) The students were to interview at least one person and report orally to the class. Among those interviewed were people employed as:

Co-op Elevator worker	pellet machine operator
tool grinder - Cessna	special education teacher
press operator	mechanic
registered nurse	custom swather
truck terminal agent	deputy sheriff
beautician	welder
math teacher	

Mrs. Hazel Rockhold, counselor, helped with instruction and administration of the Kuder Special Interest Test. One class period was used to complete the test. The next class period students worked to score their own test and to determine their interest area. Transparencies were shown indicating what jobs they might like as related to the general interest area indicated by their test scores. (Handout sheet No. 4) Additional job lists were handed out to students to show the many varied occupations and the approximate level of training needed to obtain the jobs as shown by handout sheets Nos. 5, 6, & 7.

They were then to begin making career choices, narrowing them down to one career and writing a report on that career. (Handout sheet No. 8) Materials were obtained from the library, from the counselor's office, and from the Area Vocational-Technical School at Newton. Several class periods were spent in writing these reports. Resource materials were brought into class to save time and confusion.

Reports were written on the following careers:

office workers	forest ranger
special education teacher	music teacher
truck driver	mechanic
social worker	photographer
veterinarian's assistant	farmer
herpatologist	receptionist
choreographer	game biologist
telephone operator	beautician

The filmstrip On-the-Job - Four Trainees was shown indicating various ways to obtain training. Questions and discussion was held over the various training methods and the advantages of each. A handout was given to students showing various places to obtain training at Vocational-Technical Schools throughout Kansas. (Not included here.)

We talked about how to go about getting a job through newspaper ads, state employment offices, and personnel departments of business firms.

A checklist was given to students as a criterion measurement approximately three months later. (Handout sheet No. 9)

In summary, the students leared quite a lot about the variety of careers available and they enjoyed the project. Plans are being made to implement this type of career emphasis in other business classes.

Resource Materials Used

DeBrum, S. Joseph; Haines, Peter G.; Malsbary, Dean R.; Crabbe, Ernest H. General Business for Economic Understanding. Ohio: South-Western Publishing Co.

U.S. Department of Labor. Dictionary of Occupational Titles.

U.S. Department of Labor. Occupational Outlook Handbook.

Finney Company. Occupational Guidance. Minneapolis, Minnesota 55426.

Various pamphlets from counselors office.

Sound Filmstrips:

On-the-Job - Four Trainees - Guidance Associates

Trouble at Work - Guidance Associates

Why Work at All? - Guidance Associates

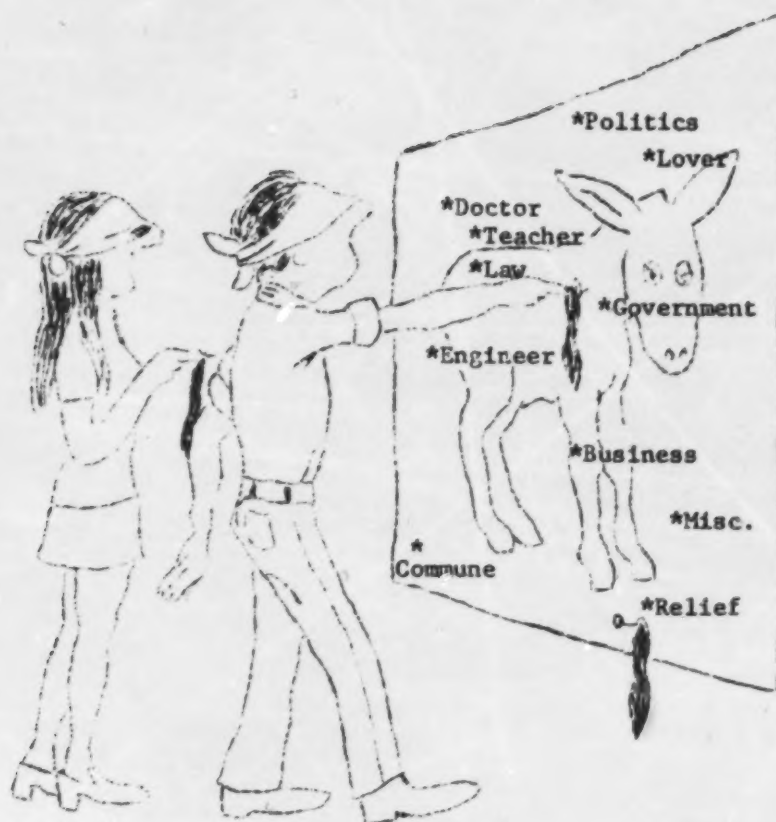
Cassette Tapes:

"Don't Blow Your Cool"

"The Magic Words That Get You Fired"

Handout Sheet No. 1

ARE YOU AN
OCCUPATIONAL IGNORAMUS?



Most Students Are ...
And It's Risky Business



"Somewhere there's just the right job for me. I'm going to work at it until I find it."

The woods are full of the wrong jobs for you, to be sure. Your chances of finding exactly the right one the first time around are remote. A variety of jobs undoubtedly contain the ingredients essential to your basic happiness. It's a matter of, first, determining what those ingredients are, then finding out what jobs contain them, and finally picking that one which best combines feasibility and fit. Square pegs won't be happy in round holes but they can be in square ones, give or take an eighth of an inch.

What Work am I Suited For?

HEALTH	
DO I	
(1)	HAVE ANY HANDICAPS?
(2)	WORK WELL UNDER PRESSURE?
(3)	HAVE GOOD STAMINA?

APTITUDES		INTERESTS
I AM GOOD AT		I LIKE TO
(1) _____		(1) _____
(2) _____		(2) _____
(3) _____		(3) _____

PERSONALITY	
DO I PREFER	
(1)	WORKING ALONE OR WITH OTHER PEOPLE?
(2)	TAKING DIRECTIONS OR BEING SELF-DIRECTED?
(3)	DOING MANY THINGS OR STICKING TO ONE JOB TILL IT'S DONE?
(4)	"PEACE AND QUIET" OR LOTS OF EXCITEMENT?

Career Interview

What is your occupation or job?

Where do you work?

How long have you been working at your job?

What kind of things do you do in your work?

What do your co-workers do?

What do you like about your job?

Is there anything you don't like about the work you do?

How did you decide upon your occupation?

Was your family engaged in the same kind of work as you are in?

How many hours do you work in a day or in a week?

Would you care to say approximately what your wages are?

How much if you wish to say?

What other kinds of jobs have you done?

Do you like the career you have chosen or would you rather be doing some other kind of work?

Any other comments you would care to make?

Here are some jobs preferred by persons with high scores in the ten general interest areas.

MECHANICAL

Toolmaker
Machinist
Plumber
Automobile Repairman

LITERARY

Copywriter
Editor
Lawyer
Librarian
Newspaper Reporter

COMPUTATIONAL

Bookkeeper
Accountant
Bank Teller
Engineer

OUTDOOR

Forester
Naturalist
Fisherman
Telephone Lineman
Farmer

ARTISTIC

Architect
Commercial Artist
Photographer
Floral Designer

MUSICAL

Singer
Choreographer
Music Teacher
Disc Jockey

Social Service

Beauty Operator
Airline Stewardess
Clergyman
Nurse
Social Worker
Psychologist

PERSUASIVE

Insurance Agent
Public Relations
Sales Worker Clerk
Real Estate Salesman

CLERICAL

Clerk-Typist
Secretary
Post Office Clerk
Court Reporter
Stock Clerk

SCIENTIFIC

Physician
Chemist
Dentist
Laboratory Technician
Meteorologist
Dietitian

There are many additional occupations within each general interest area. Your counselor has a chart that shows additional jobs that are related to student interest as measured on the Kuder E General Interest Survey. Additional jobs are shown in the other handout sheets you have received.

JOBS

Some of the jobs shown here require apprenticeship training and some require junior college.

JOBS FOR HIGH SCHOOL GRADUATES

Actor-actress
Airline hostess
Airplane mechanic
Animal Husbandman
Armed Forces (many jobs)
Artist
Assembler
Auto mechanic
Baker
Bank Teller

Bartender
Beauty operator
Bellman (hotel)
Boilermaker
Bookbinder
Building construction
Bus driver
Cabinet maker
Carpet layer
Cashier
Clerical worker

Cook-chef
 Court reporter
 Custodian
 Dairy farmer
 Dairy plant operator
 Dental Assistant
 Diesel mechanic
 Domestic service
 Draftsman
 Dressmaker
 Drill press operator
 Electrical repairman
 Electrician
 Elevator repairman
 Farm mechanic
 Farmer
 Fashion designer
 Fireman
 Florist
 Forestry aid
 Furrier
 Glass blower
 Heating mechanic

Hospital attendant
 Inspector
 Instrument maker
 Interior decorator
 Jeweler
 Life insurance agent
 Lineman (telephone-power)
 Machinery repairman
 Machinist
 Maid (hotel-motel)
 Material handler
 Meat cutter-butcher
 Medical assistant
 Medical secretary
 Messenger
 Meterman
 Milliner
 Millwright
 Miner
 Model
 Molder

Movie projectionist
 Musical instrument repairman
 Musician
 Nurseryman
 Office machine operator
 Office machine serviceman
 Patternmaker
 Photoengraver
 Photographer
 Policeman-Policewoman
 Postal employee
 Practical nurse
 Printer
 Radio-TV announcer
 Radio-TV repairman
 Railroad trainman
 Railway shipping clerk
 Receptionist
 Refrigeration mechanic
 Route salesman
 Sales clerk
 Secretary
 Service station attendant

Shoe repairman
 Sign writer-sign painter
 Stationary engineer
 Stenographer
 Stock clerk
 Surveyor
 Tailor
 Taxi driver
 Telephone operator
 Ticket agent
 Tool and die maker
 Track worker (railroad)
 Travel agent
 Tree trimmer
 Truck driver
 Typist
 Upholsterer
 Waiter-waitress
 Watchmaker
 Welder
 Window trimmer

Here are just a few of the vocational and technical fields where training is available to interested and qualified students:

VOCATIONAL AND TECHNICAL FIELDS OF STUDY

Accounting	Lettering--sign painting
Air conditioning	Machine shop
Auto mechanic	Medical technician
Aviation mechanics	Modeling
Baking	Photography
Barbering	Practical nursing
Beauty culture	Radio and television repair
Body and fender mechanics	Road equipment operator
Cartooning	Speedwriting
Computer programming	Stenography-shorthand and typing
Cooking and catering	Switchboard operator
Court reporting	Tailoring
Dental assisting	Tool and die making
Drafting	Truck driving
Dressmaking	Watch making and watch repair
Embalming	Welding
Engineering technician	Window displays
Fashion design	X-ray technician
Hotel management	Interior decoration
Laboratory Technician	

TYPICAL OFFICE JOBS

Attendant in doctor's or dentist's office	Office machine operator
Bank teller	(billing machines, duplicating equipment and others)
Bookkeeper	Receptionist
Cashier	Secretary
Clerk (file clerk, order clerk, stock clerk)	Stenographer
Comptometer operator	Telephone operator
Data processing equipment operator	Typist

KINDS OF TECHNICIANS

Aeronautical	Engineering
Air conditioning, heating and refrigeration	Industrial engineering
Automotive	Instrumentation
Chemical	Laboratory
Civil engineering	Medical
Dental laboratory	Metallurgical
Diesel	Production
Electronics	Radio and television
	X-ray

Technicians may be highly-skilled mechanics with the ability to work on such complicated equipment as jet engines, refrigeration installations, computers and radio or television transmitters. Many technicians work with scientists and engineers, as their assistants. The future for qualified technicians is very bright. They are in great demand.

CONSTRUCTION TRADES

Air conditioning installer
Asbestos and insulating worker
Boilermaker
Bricklayer
Carpenter
Cement mason
Crane operator
Earth-moving machine operator
Electrician
Elevator constructor
Floor covering worker
Glazier
Hod carrier

Iron worker
Lather
Marble setter
Painter
Paper hanger
Plasterer
Plumber
Roofer
Sheet metal worker
Stationary engineer
Steam fitter
Stonemason
Terrazzo worker
Tile setter
Welder

Many trades have their own unions, especially in the larger cities.

THERE ARE MANY JOBS; WHICH ONE WILL YOU CHOOSE????????????????????

CAREER REPORT

For your Career Report you need to find information on the following items:

Description of work
History of Occupation (short)
Hours of Work (per week) est.
Temperament Required
Finances Required
Attractive Features
Future Outlook for job
Unions or Organizations
Suggested Activities while in school

Earnings
Working Conditions
Ability Required
Education and Training
Financial Aids
Disadvantages
Licensing
Suggested School Courses

Write a 1 to 2-page report on a career of your choice. Your Kuder General Interest test should help you to choose an area of your interest. Books from the library will be brought into class for you to use to write this paper. Your report should be written neatly or typed up and you should be prepared to give a oral report in class also. The oral report should be a condensed version of your written report.

GENERAL BUSINESS

NAME _____

Checklist on Career Project

- I. List three specific jobs in which you are interested and could do now or later if you had some training. These jobs can be similar. List the jobs with your first choice listed first. If you wish, tell a little about the job in a sentence or two.
 - 1.
 - 2.
 - 3.
- II. Name three specific places of employment where you could probably obtain the jobs you listed above. (These places should be in central Kansas, or at least in Kansas.)
 - 1.
 - 2.
 - 3.

CAREER EDUCATION IN COOPERATIVE INDUSTRIAL TRAINING

Margaret Yourdon, Business Ed.
Sedgwick High School, USD 439

1. Career Education began with a Unit on Direct Occupational Training in order for the student to be able to thoroughly describe his job, its educational needs, interests, needed abilities and occupational outlook.
2. Students listed his own attributes and problems he needs to work on.
3. Students planned taped interviews of graduates who had been on the job for 1 to 3 years. They selected questions that (enclosed sheet) they would ask. The interviews were taped and played back to the class. Then the class summarized the interviews, as seen on the attached sheets.
4. Strong Vocational Inventories were given, interpreted and discussed in relation to their future plans.
5. A group experience in vocational exploration was done by using processes developed by Dr. Daane of Arizona State University (Vocational Exploration Group Kit) These experiences included: What would you do if you had a million dollars? What do you consider a "top" and "bottom" job for yourself (and the others in the group)? What job satisfiers are important to you? Categorize different occupations as having specific relationships to data, people and things., etc.

6. The VICA State Sweetheart and Sedgwick VICA secretary talked to the 8th grade, Juniors and their parents about the CIT and VICA programs; also, the different vocations and training they could expect to pursue in CIT.
7. J.R. Frey, CKAITS counselor, showed a movie, passed out literature and discussed the Area Vocational programs.
8. A CIT parent night was held to inform parents of the different vocations and training their students can pursue in CIT.
9. The CIT class will take a field trip to the Wichita U.S. Employment Office to observe the people and process of that office.
10. Each CIT student is to select 3 occupations in which they are interested. The class then will make up questions to use in taping an interview of experts in the field. They will explore the companies within which these occupations can be found. The class will then listen to the different tapes. A summary will be made of their findings and then evaluated.
11. For extra credit, CIT students are making slide presentations of either job duties or a demonstration of a specific process at their training station. They are taking their own slide pictures writing and taping their presentation.

tape # _____

SEDGWICK HIGH SCHOOL - TAB SHEET

These are the questions everyone was going to try to include during the interview. To help tabulate quickly, please summarize the responses made by the person you interviewed. Thanks.

(Summary of responses by persons interviewed is shown in italic type)

1. HOW DID YOU FIND YOUR JOB? *(applications, friends, relatives, newspaper ad)*
2. WHAT DO YOU LIKE ABOUT YOUR JOB? *(Meeting different people; being able to do different types of things; being able to advance; the pay; people who work there; always busy)*
3. WHAT DON'T YOU LIKE ABOUT IT? *(Something all the time; hours vary--hard to plan; the pay)*
4. WHAT PROBLEMS HAVE YOU RUN INTO? *(Not enough to do; bored)*
5. WHAT KEEPS YOU HERE IN SEDGWICK? *(Cheaper; close to job)*

Tape # _____

INTERVIEW SUMMARY

SETTING OF INTERVIEW:

DO YOU FEEL PERSON INTERVIEWED WAS BASICALLY HONEST IN RESPONSE, OR DID YOU GET A SNOW JOB? *(all except one felt the responses were honest)*

THINGS YOU LEARNED ABOUT WORK AS A RESULT OF THE INTERVIEW: *("Everyone has their problems on the job--you either work with them, around them, or quit"; "It's hard to find out what you really enjoy and want to do and advance in for the rest of your life")*

WERE THERE SOME THINGS YOU DIDN'T LEARN YOU WANTED TO KNOW? *(where to find suitable jobs)*

THINGS WE MIGHT DO TO MAKE THIS ACTIVITY BETTER: *(talk to older people; spend more time on how to use the tape recorder; do more activities such as this)*

DO YOU FEEL THIS IS A WORTHWHILE ACTIVITY FOR HIGH SCHOOL SENIORS? *(all said "yes")*

ANY ADDITIONAL COMMENTS: *("I think its a good way to obtain knowledge...go out and talk to the people)*

THANK YOU SO MUCH FOR YOUR COOPERATION. YOU'VE BEEN A BIG HELP.

CAREER GUIDANCE

Margaret Yourdon, Counselor
Sedgwick High School, USD 439

1. The Strong Vocational Interest Blank was given to all Juniors and Seniors by the counselor.
2. Three interpretive sessions were given by the counselor explaining the IBM sheet as well as Dictionary of Occupational Title information and how to find further information in the library.
3. Teachers were given an interpretation of SVIB by the counselors. This summary information is about Basic Occupations chosen and rejected by Sedgwick students which can be used for selection of future courses to be offered.
4. Teachers were given inservice training of K-View information by Kansas State University representative Larry DeVane.
5. Students are given group and individual instructions on how to use the K-Viewer and cards by the librarian and counselor.
6. Many students were aided individually in seeking advance training in a particular occupational area. An example being police science for a young woman and radio and TV for a young man.
7. Individual ACT, GATB interpretations, as well as Armed Force test interpretations were correlated with Academic achievements and were related to future occupations.
8. Aid in writing resumes and seeking to put on file a resume for every Senior.
9. Aided those who requested help in seeking financial aid for future training.
10. A follow-up study was made on 1972 and 1967 graduates.